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ABSTRACT

A total of 1,991 Delaware County (Pennsylvania) adults, aged 17 or older, responded to a survey designed to identify and describe "educational market segments" and to provide a baseline identification and assessment of their unmet postsecondary educational needs and preferences to aid the Delaware County Community College (DCCC) in planning and improving educational programs and services. Survey results indicated that Delaware County adults were better educated than the national norm; that their career aspirations tended toward the skilled/upscale occupational categories; and that they exhibited a strong pre-formal-education orientation. Of educational services offered or contemplated by DCCC, respondents expressed the greatest interest in career training (40%) and in job skills training (over 33%). Both students and prospective students favored the traditional classroom/lecture method. Although projections indicated over 75,000 planned to enroll within the following year, nearly all survey respondents felt tuition costs were a major impediment to enrollment and 30% needed free child care services. Of students currently enrolled, 79% intended to finish their degrees or programs and 58% indicated they will continue their education beyond degree completion. Implications of study findings, respondents' demography, and copies of the survey instruments are included. (TR)

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A COMPREHENSIVE ASSESSMENT OF ADULT EDUCATIONAL NEEDS IN DELAWARE COUNTY

A Study Conducted for

DELAWARE COUNTY COMMUNITY COLLEGE

by

Response Analysis Corporation

Princeton, New Jersey

March 1978

JC 780 362

RAC 4007

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I.

INTRODUCTION

- Background
- Objectives of the Study
- Sample and Sampling Methodology
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I. INTRODUCTION

Background

Most colleges and post-secondary educational institutions are beginning to recognize that the educational environment (market) in which they served the public in the 1950's and 1960's is no longer extant and that many new problems and prospects need to be addressed in new ways:

> *"The reason for the surge of interest in marketing among colleges and universities: The comfortable seller's market that began with the influx of World War II veterans in the late 1940's has given way to one in which the buyer is calling the shots.*
>
> *The number of students clamoring for admission to college has begun to ease for a variety of reasons, including the end of the military draft, the expiration of some educational benefits for veterans, rising tuition costs, and growing doubts about the economic value of a college education.*
>
> *Overall college enrollment is expected to increase through 1983, according to the National Center for Education Statistics. But this year, for the first time, high school enrollment across the country is down, and by 1995 the number of 18-to-21-year-olds in the country is expected to drop 20 percent."*
>
> -- Edward B. Fiske, "Hard-Hit Schools Turn To Marketeers," NY Times, January 22, 1978, pp. 1-9.

So there is a rapidly increasing need for reliable, projectable educational (market) demand data among college administrators and planners. In commissioning this study, Delaware County Community College has moved to the forefront in establishing and systematically utilizing a broad-based community educational needs feedback system, which we might legitimately describe as a MANAGEMENT INFORMATION SYSTEM WITHIN AN EDUCATIONAL CONTEXT.

Having celebrated the tenth anniversary of its founding on March 1 of last year, Delaware County Community College (hereafter abbreviated DCCC) can take pride in growing from an initial student body of 300 in rented facilities to a current student body of more than 5,300 on a 123-acre campus in Marple Township.

As impressive as this growth has been, however, the DCCC Administration and Board of Trustees do not intend to rest on past successes. The college now wants to ascertain, through a comprehensive community survey, how its programs are serving the educational needs of the nearly 600,000 residents of Delaware County and what comprehensive steps it should take to further meet the educational and self-development needs of county citizens.

An earlier DCCC survey of high school seniors and their parents was conducted in 1965 to establish a baseline assessment of local educational needs. This was the last time that such a comprehensive effort was made in Delaware County.

Following completion, all data from the DCCC Community Educational Needs Assessment study will become a permanent part of a DCCC community educational needs data bank, a computerized management information system which can provide immediate and specialized answers concerning the educational needs of all Delaware County adults. The DCCC information system will be one of the first ever established by a two-year institution and can serve as a prototype for other community colleges.

Objectives of the Study

The overriding objective of this study is to provide a baseline identification and assessment of the unmet post-secondary educational needs/preferences of all adults (age 17 or older) residing in Delaware County, Pennsylvania. The survey data is to be utilized by the DCCC Administration in three primary areas:

1. Improving and expanding the educational programs and services offered in Delaware County.

2. Gearing programs and services to meet the educational needs as felt by members of the community.

3. Program planning based on potential community demand.

This Community Educational Needs Survey constitutes Phase I of a two-phase research program. Phase II, to begin soon, will be a comprehensive Labor Market Survey to ascertain the current and projected job openings, required skill levels, and training needs of a representative sample of employers in Delaware, Chester, Montgomery, and southwestern and central Philadelphia counties. Together, the two complementary studies will help pinpoint courses and curricula which meet two equally important criteria -- something that the adults of Delaware County would like to enroll in, and something that will help produce the kinds of prospective employees needed by area employers.

Sample and Sampling Methodology

A total of 2,000 Delaware County adults age 17 or older were interviewed in the Community Educational Needs Survey. We utilized random-digit telephone sampling in order to provide a final sample whose needs, preferences, and attitudes are closely projectable to all Delaware County adult residents within known statistical parameters. The sampling tolerance for a sample size of 2,000 is $\pm$ 2.2%, a figure which provides our analysis with considerably more precision than many well-publicized syndicated national opinion polls.

In random-digit telephone sampling, we start by systematically obtaining five-digit numbers from working residential telephone exchanges within the appropriate geographic area and then we utilize computerized random numbers tables to select, at random, the final two digits of residential telephone numbers to call for interviewing.

Using this sampling methodology we can say with certainty that the results we have collected in this survey are closely projectable to all adults age 17 or older in Delaware County who live in households with a working telephone. Even those residents who have unlisted numbers have an equal chance of being interviewed because our interviewers rely on random numbers tables rather than on telephone directories to select numbers to call.

Persons interviewed had telephone numbers from telephone exchanges which were located wholly or in part within the confines of Delaware County. As an added precaution, the interviewers specifically asked respondents whether or not they lived within the county during the screening phase of the interview.

In order to keep "incompletions" (and possible sample biases) to a minimum, our interviewers followed a rule of up to three callbacks (after the initial call) before a qualified respondent was dropped from the sample.

Detailed data on the socioeconomic and other demographic characteristics of the Delaware County residents interviewed in the DCCC survey are presented in Chapter IX of this report and in the accompanying volume of computer tabulations. Data on the educational demographic characteristics of respondents are presented in Chapter III.

The Interview Experience

The telephone interviews required an average of fifteen minutes for completion. Prior publicity about the upcoming survey was extensive in Delaware County and this undoubtedly had a positive result in that so few persons called refused to be interviewed. Calls were made between the hours of 3 p.m. and 9 p.m. seven days a week from December 16, 1977 until January 13, 1978.

Each interview began with a brief screening form, used to categorize respondents into one of five relevant educational market segments:

QUESTIONNAIRE FORM	EDUCATIONAL MARKET SEGMENT	NUMBER OF PEOPLE
A1	Attending DCCC	50
A2	Attending another school	232
B1	Not attending, but definitely interested	405
B2	Not attending and not interested in attending	892
B3	Not attending; not sure about interest and/or interested in non-credit courses	412

Copies of all five forms of the survey instrument are included in the Appendix.

A Note on Report Organization and Interpretation

The following points should provide assistance in finding those sections of the report of particular relevance to the reader and in explaining our report structure and format of presentation.

1. This final report consists of eight chapters including -- this chapter which introduces the study; Chapter II which provides a brief summary of major findings and recommended actions which emerge from the findings; Chapters III through VII which discuss, in detail, the study findings by topic; and Chapter VIII which discusses the demographic and socioeconomic characteristics of the 1,991 Delaware County residents who served as respondents.

2. When percent signs appear either across the top of columns or down the left side of rows they are there to guide the reader on how to read the table:

   When percent signs are across the top of columns, read down.

   When percent signs are down the left side of rows, read across.

If the percent signs are only across the top or down the left, this tells the reader that all the figures in that column or row sum to 100, subject to occasional rounding error. Where the percentages do not sum to 100 (as in the case of multiple response questions), percent signs are provided on all response categories.

3. All report tables contain the total base applicable to each column or row tabulation. On many tabulations there is a reduced base due to a prior filter question. For instance, the base of respondents for Q. 2 on Form A is those persons who answered "Yes" to Q. 1 (a reduced base).

4. All report tables are presented on the right side with commentary on the facing left page. The bulleted comments on the left-hand pages contain information on the educational, attitudinal, behavioral, and demographic groupings or classifications which seem to produce significant differences (generally 10 or more points) in survey results.

5. At the bottom of many of the left-hand commentary pages, you will find population numbers in boxed sections. These numbers are a translation from the table percentages and provide an estimate or projection of the number of adult Delaware County residents who have a particular attitude or express a need for a specific educational service. These population numbers were computed by multiplying the particular proportion of respondents (based on the total of 1,991 respondents) by 387,000, which was the U.S. Census estimate of the total adult population of Delaware County (age 18 or older) as of July 1, 1976, the latest such estimate available. As of that date 66% (or 387,000) of the 586,400 residents of Delaware County were 18 or older. It should also be noted that our survey begins with age 17. Therefore, all numbers portraying population must be regarded wholly as estimates. These projections are also subject to sampling tolerances of ± 2.2% or more, depending upon the particular base involved.

   These boxed population statistics should be particularly useful to planners at Delaware County Community College in estimating the actual or potential demand for specific educational services. Of course they do not represent any demand for DCCC enrollment/attendance by people who reside in any other county or state.

6. The detailed computer cross-tabulation tables on which the report tables are based are provided in an accompanying volume. Note that all study tables were run against four cross-tabulation banners:

   Banner 1 -- demographic breaks

   Banner 2 -- demographic breaks

   Banner 3 -- breaks by school district resided in

   Banner 4 -- breaks by school district resided in

Acknowledgments

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II.

SUMMARY OF MAJOR FINDINGS AND RECOMMENDED ACTIONS

MAJOR FINDINGS AND IMPLICATIONS

An Initial Overview

We would like to begin this summary of major findings and recommended actions with several overall observations about the study data.

1. There is significant agreement among adults residing in Delaware County that education (formal training) is a desirable, perhaps even necessary, way to achieve greater career/job advancement and personal development.

2. There are many educational needs/desires among county residents that are not being met -- not because of a lack of availability at Delaware County Community College (DCCC) and elsewhere, but because of such factors as: lack of money; lack of time because of job, family, and child care conflicts; lack of information; and lack of motivation and/or self-confidence.

3. A significant opportunity exists for DCCC to meet a broader base of the educational needs of adults in Delaware County, although the study data tend to point out that DCCC is already meeting many of these needs and that it is perceived by the public as being responsive to their needs and aspirations.

In the remainder of this chapter we present, in summary form, the major survey findings emerging from this Community Educational Needs Assessment Survey. To the extent that we are able to suggest specific actions which might be implemented to solve a specific problem or take advantage of a specific opportunity, these are presented as "Implication(s)."

In the section titled "Summary of Projections of the Educational Needs/Plans/Preferences of Adults Living in Delaware County," located on pages 27-28, we translate the stated opinions and preferences of those adult residents sampled in this survey into the total number of adults in the county projected to hold that particular opinion or exhibit that particular educational need.

Career and Educational Aspirations of County Residents

1. Compared with adults in all counties across the country, Delaware County adults are better educated than the norm. Only 14% have not completed high school (some respondents were high school seniors since we included 17-year-olds), 41% have attended some kind of post-secondary program, and at least 23% have attained a bachelor's degree or higher educational level.

   IMPLICATION

   Superficially this might indicate less of a "market" for a two-year college. However, we would tend to see this as a predisposition among county residents to favor higher education and to encourage it among older adults as well as young adults in the more traditional 18-25-year-old "college segment."

2. Compared to trends from all counties across the country, adults in Delaware County tend more toward the skilled/upscale occupational categories (professional, technical, management, sales, skilled crafts).

IMPLICATION

The clear indication is that employers in Delaware County and in the Philadelphia metropolitan market area in general have a strong need for a highly educated, highly skilled labor base. This should make DCCC's mandate even stronger for producing local adults with higher-than-normal (by national standards) educational levels.

3. Adults in Delaware County exhibit a strong pro-formal-education orientation. More than half (56%) think that formal schooling is equal in importance to practical job experience in "getting ahead." A fairly large minority (25%) see formal education as more important than practical job experience.

IMPLICATION

Most Delaware County adults are already convinced of the importance and utility of formal classroom training. Presumably they should not be oriented toward on-the-job training and that, in fact, is borne out elsewhere in the study.

4. Persons in the five different "educational market segments" identified in this study have somewhat different perceptions as to the rank order of factors which might influence adults not to enroll, but "cost of tuition" and "conflicting family responsibilities other than child care" are named by nearly everyone.

IMPLICATION

Adults in Delaware County are extremely price sensitive when it comes to getting more education. And conflicting family responsibilities make it imperative that prospective students in Delaware County be given a wide range of class times and locations in order to accommodate their family responsibilities. DCCC is more ideally suited to these two needs than most area colleges.

5. The bachelor's degree is the perceived ultimate educational objective of most students and prospective students in Delaware County. Of transfer programs, business/commerce is the most frequently mentioned curriculum.

IMPLICATION

Transfer programs, career guidance, and a close relationship to the admissions staffs of four-year colleges within the Philadelphia metropolitan area should be important components of DCCC's commitment to local students.

6. Improvement of one's career and job prospects, and secondarily personal fulfillment, are the major reasons for interest in enrollment among prospective adult students.

IMPLICATION

In order to best meet the educational/developmental needs of Delaware County adults, DCCC needs to provide a mix of both career-oriented and avocational courses. Both types are clearly needed, although there is higher overall interest in career courses/programs. Additionally, a sizable number of prospective students in the "don't know/non-credit" segment (20%) say they are waiting until "something interesting comes up." This makes it all the more imperative that DCCC make efforts to inform local adults as fully about avocational as about academic/career courses.

Specific Educational Needs/Preferences of County Residents

7. Of the six types of educational services offered or contemplated by DCCC, local adults express the greatest interest in "career training" and "job skills training," although 20% or more of Delaware County adults mention each of the six.

- Nearly 40% of local adults are interested in career training, and "business/commerce" is the career curriculum mentioned most often.
- More than one-third of county adults are interested in job skills training, and "management/personnel skills" is the job skills area mentioned most often.
- Nearly one-third of county adults are interested in informal/avocational activities on a non-credit basis. "Recreational skills," "hobby skills," and "crafts" are mentioned most often.
- Slightly more than one-fourth of local adults are interested in acquiring practical skills, and "maintenance" is mentioned by nearly a majority of these people.
- One-fourth of local adults are interested in a college transfer curriculum. The area mentioned most is "business/commerce."
- About one-fifth (18%) of county adults express an interest in counseling, particularly adults age 17-20 and 30-39, and those with incomes of $15,000 or less.

IMPLICATION

The adults of Delaware County look to DCCC for a myriad of separate and and interrelated instructional, recreational, and advisory services. No one area of need truly predominates. In a real sense, a community college has to be "as many things to as many people" as resources allow. However, given present resources, priorities would probably have to be established through the present planning process.

8. Both students and prospective students favor the traditional "classroom/lecture" learning/instructional method and this preference is strongest (68%) among current DCCC students. In general, local adults seem less interested in such instructional innovations of the 60's as informal study groups, self-instruction, media instruction (TV/cassettes) and correspondence lessons, although this may be a function of their lack of exposure to such innovations.

IMPLICATION

From both a physical plant and curricular standpoint, DCCC is best equipped to provide standard classroom/lecture instruction. This is also, fortunately, what most students and prospective students from Delaware County desire.

Time, Place, and Financial Orientations

9. Tuition cost is a major impediment to enrollment among nearly all Delaware County adults. Only 15% would be able and/or willing to pay $100 or more per course.

IMPLICATION

Price sensitivity is across-the-board in Delaware County and may reflect the more general concerns of high inflation and high taxes. We know, however, that it in no way weakens the interest of local adults in courses or in the importance they attach to getting more education.

10. Students and prospective students from Delaware County express a preference for only two kinds of class locations -- the main campus -- days/evenings and public high schools. Other evening locations are not generally preferred.

IMPLICATION

Satellite locations, other than public high schools or branch campuses, are not required in order for DCCC to meet logistical needs of local students.

11. Part-time enrollment at evening classes on the main campus of DCCC is the preference of nearly half (46%) of all Delaware County adults surveyed. Full-time day is preferred by 20%, while part-time day is preferred by 17%.

IMPLICATION

There exists, for DCCC, an opportunity to utilize its classroom and other facilities on a nearly fully balanced 50% day/50% evening basis, thus minimizing the need to overbuild facilities to accommodate just one time/schedule preference.

12. Free child care is a necessity for enrollment among one-third (30%) of prospective students.

IMPLICATION

Although this figure, as a percentage, might be considered somewhat smaller than anticipated, this translates into 23,945 prospective county students who require free child care. If offered and widely publicized, it is doubtful that DCCC could provide free child care for more than a few hundred children/infants per day.

13. Many county residents with plans/desire to enroll in a course or program want to do so in the near future. In terms of projectable numbers, a total of 24,381 county adults want to enroll during the next six months. Another 51,084 wish to enroll between September 1978 and January 1979.

Actions Being Taken and Sources of Information

14. Many prospective students from Delaware County are looking at schools outside the county. Those with a local orientation are looking at DCCC by a two-to-one margin (this is projectable to a total of 10,062 county residents).

IMPLICATION

This phenomenon could be the result either of a perceived lack of available local educational opportunities, perceived better schools elsewhere, or a combination of the two. The underlying motivation for going or looking outside the county for a course or program was not something we measured on the current survey instrument (but is something which would merit attention in any subsequent studies). In any event, there are many local residents who are looking for course/program enrollment who should be fully informed about the various local opportunities.

15. There are at least 42,183 Delaware County adults who seek immediate information about course/program opportunities at DCCC. Although newspapers are the major source of local information as reported by respondents, a large majority of these prospective students (70%) would favor receiving brochure literature by mail.

16. Nearly two-thirds (64%) of interested prospective students have not taken any specific action toward enrollment.

IMPLICATION

This survey finding, together with Points 14 and 15, indicates how imperative it is that DCCC conduct an active and immediate program of public information among Delaware County adults.

17. Most Delaware County adults (92%) have had no direct enrollment experience at DCCC.

Attitudes and Experiences of Currently Enrolled Students

18. Persons from Delaware County currently enrolled in a course/program anywhere are motivated by just three factors, the most predominant one being to improve one's job/pay/future (53%). Fulfillment of personal needs/interests (37%) and "to get a degree" (26%) are strong secondary motivations.

IMPLICATION

Again we find a very utilitarian orientation for interest in adult education. This correlates with other data discussed earlier. Delaware County adults see further education more as a necessity than as a luxury. Informational literature from DCCC should stress these points.

19. A greater number of students currently attending DCCC (as opposed to other colleges) stress the relationship of their current courses/ educational program to their present job.

IMPLICATION

This finding has as much inherent importance for local employers as for employees and should be stressed in literature and personal contact of the college with the local labor market.

20. Most current students from Delaware County (79%) plan to finish the degree or program they are enrolled in.

IMPLICATION

Although the proportion of DCCC students who plan to complete their degree/ program is lower than for students attending other schools (64% versus 83%), this finding seems somewhat counter to the belief that many DCCC students are merely "trying out college," or that they have less definite educational goals.

21. For many currently enrolled DCCC students (58%), education will not end with completion of this degree/program.

IMPLICATION

DCCC is an important source of transfer students for other area colleges and universities with four-year, graduate, and professional degree programs. Again, this is an important point which should be stressed in DCCC communications. It is also one further measure of the fact that DCCC is significantly meeting the educational needs of county residents by helping them bridge an "educational gap" and by providing a locally-based means for reaching full individual potential.

A SUMMARY DESCRIPTION OF BASIC EDUCATIONAL MARKET SEGMENTS AMONG THE ADULTS OF DELAWARE COUNTY, PENNSYLVANIA

A primary goal of this community educational needs assessment study was to identify and describe distinct "educational market segments" existing among the 387,000 adults of Delaware County. This is analogous to research programs conducted by consumer products companies in their efforts to identify consumer market segments made up of persons who are homogeneous in their product needs, experiences, and preferences (and who may or may not be homogeneous along socioeconomic criteria as well).

Described below, in summary form, are the most salient details learned about the five "educational market segments" uncovered among adults residing in Delaware County during the period of this study. There are no reasons to presume that the "educational market segments" would not be relatively stable over time. Please bear in mind that in some cases small numbers of survey respondents are projected up to the total base of county adults and that these projections may be subject to considerable variability.

SEGMENT 1 -- COUNTY RESIDENTS ATTENDING DCCC

These are county residents with two important perspectives -- they are already availing themselves of post-secondary educational programs and they are highly qualified to comment upon the opportunities afforded by Delaware County Community College.

A total of 50 of the 1,991 county residents surveyed fit into this segment. This segment, when projected to the total base of adults in the county, consists of 9,719 persons, closely equivalent to the 5,000 full time and 5,000 part time students currently attending DCCC.

Segment 1 members have the following demographic characteristics:

- Wider age distribution than the other student segment -- 42% are 30 or older.
- Moderately educated -- 36% have a high school diploma but no college; 50% are in the process of completing a college degree; and, somewhat surprisingly, 12% are attending DCCC even after obtaining a college degree.
- Many (56%) are from 3- or 4-person households. Few (4%) live alone.
- Nearly two-thirds (64%) are employed and more than a third of these work full time. Clerical positions (28%), service jobs (19%), craftsmen (16%) and professional/technical (12%) are the predominant job categories. Most (70%) are not their household's chief wage earner.
- They tend to be middle to upper-middle income -- 34% are from households with annual income of $20,000 or more.

Segment 1 members have the following educational and attitudinal characteristics:

- A strong pro-education orientation -- 94% see formal education as equal to or more important than practical job experience.
- They are getting an education to have a better future/pay (52%) and to meet personal needs/interests (36%). Another 28% are going just "to obtain a degree."
- Influenced to attend DCCC by location (50%) and cost (42%).
- 64% plan to finish their DCCC degree. Another 12% plan to transfer and finish elsewhere.
- 58% plan to continue their education after DCCC and at least 62% of all DCCC transfer students are interested in a bachelor's degree.
- 40% say their DCCC program is related to their current job.
- 20% or more of DCCC students exhibit interest in all six educational services, with 44% mentioning "informal activities" and 40% naming "practical skills." Counseling is needed by 24% of DCCC students. *
- Among those interested in college transfer programs (32%), "business and commercial" (38%), and "biology/health sciences" (25%) are the only strong curricular interests. 6 % of these people have the BA degree as their level objective.
- Of those interested in "career training" (32%), "health services/paramedic tech" (38%) and "business and commerce" (25%) are the major areas of interest.
- Of those interested in "job skills training" (28%), "math/accounting skills" is the overwhelming choice (71%).
- Of those interested in "informal activities" (44%), "hobby skills" (54%) and "recreational skills" (46%) are the strong preferences.
- Of those interested in "practical skills" (40%), the major choices are "personal finance" (50%) and "maintenance" (40%).
- Large preference for main campus (76%). 74% now attend at main campus; 8% at Upper Darby H.S., 6% at Ridley H.S., and 10% elsewhere. Only 18% favor attendance at local high schools -- little or no interest in other locations mentioned.

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*See definitions of educational services at end of this chapter.

SEGMENT 2 -- COUNTY RESIDENTS ATTENDING COLLEGES/PROGRAMS ELSEWHERE

These county residents, like the first segment, are adults who are actively and currently fulfilling their individual educational goals. They represent a broader perspective, however, in their attendance in a wide range of two-year, four-year, graduate, professional and non-degree programs at schools other than DCCC, both within and without of Delaware County.

Segment 2 is a much larger segment. A total of 232 persons surveyed fit this segment. This is projectable to a total of 45,094 adults residing in Delaware County. This indicates that a greater number of adults in Delaware County are attending college than adults in most U.S. counties and tends to indicate that adults in your county are, in general, better educated and more highly oriented toward post-secondary education. This also tends to indicate that Philadelphia area employers presently support and have a greater base need for a skilled labor force.

Segment 2 members have the following demographic characteristics:

- Very narrow age distribution with 46% in the 17-20 age group and 33% in the 21-29 age group. Few students 30 or older.
- A higher proportion of non-high school graduates (12%) than in Segment 1, but a higher proportion (22%) of those who already have a bachelor's degree.
- Fewer employed persons in this segment than in all of the other four segments (56%). Professional/technical (25%) and clerical (24%) are the predominant job categories. Most (70%) are <u>not</u> their household's chief wage earner.
- Segment 2 members appear to be predominantly middle to slightly above middle income, although so many (28%) refused to give their annual income that a definitive characterization is very difficult to make.

Segment 2 members have the following educational and attitudinal characteristics:

- A strong pro-education orientation -- 85% see formal schooling as equal to or more important than practical job experience -- but this is a less strong pro-education orientation than found in Segment 1.
- Segment 2 students are attending college for the same reasons as Segment 1 students -- for a better job/future/pay (53%), to meet personal needs/interests (37%), and "just to get a degree" (25%).
- Like the Segment 1 students, these current students selected their present school on the basis of location (39%). But unlike Segment 1, these students gave fairly heavy weight to academic reputation (25%), and little weight to cost of enrollment (13%).
- 83% plan to finish their degree program and few (2%) plan to transfer.

- Only 36% plan to go on to a higher degree and 30% are unsure. Segment 2, unlike Segment 1, contains a high proportion of students currently enrolled in a bachelor's, professional or graduate degree program.

- 32% say their current program is related to their current job.

- "Informal/non-credit activities" (45%), "career training" (31%), and "practical skills" (31%) are the educational services most desired by Segment 2 students. Only 12% say they need or want counseling.

- Among those with an interest in "career training" (31%), "business and commerce" (30%), "public service" (24%), and "health services/paramedic technology" (22%) are of greatest interest.

- Among those witn an interest in "job skills training" (26%), "management/personnel skills" (36%) is the predominant area of interest/need.

- Among those with an interest in "informal/non-credit activities" (45%), "hobby skills" (48%) and "recreational skills" (48%) are major potential points of interest and attraction.

- Among those with an interest in "practical skills" (31%), "personal finance" (49%), "maintenance" (35%), and "communications skills" (30%) are the major areas of interest.

SEGMENT 3 -- COUNTY RESIDENTS NOT CURRENTLY ATTENDING COLLEGE BUT WITH ACTIVE NEEDS/PLANS TO ATTEND

In many fundamental ways, this segment constitutes DCCC's "primary market target" -- persons who are motivated to get more education and who have active plans to pursue a specific program or course.

In terms of size this is a larger segment than either of the previous two, a total of 405 of the 1,991 respondents are "interested but not attending." This is projectable to 78,721 (20.34%) of adults in Delaware County.

Segment 3 members have the following demographic characteristics:

- In terms of age, heavily skewed toward young adults -- 41% are in the 21-29 age group.
- This segment closely matches the overall distribution of Delaware County adults on amount of education -- adults with no high school diploma to those who have already received a college education seem interested in getting more education.
- Nearly three-quarters (72%) are employed and three-quarters of those are employed full time. Professional/technical (25%) and clerical (17%) are the predominant job categories among the persons in Segment 3; 40% are their household's chief wage earners.
- Income-wise, Segment 3 members closely mirror the total distribution of Delaware County adults.

Segment 3 members have the following educational and attitudinal characteristics:

- A majority (60%) of Segment 3 members see formal education as equal in importance to practical job experience in getting ahead. In all, 82% see formal education as equal or greater in importance to practical job experience.
- Their primary reasons for seeking more education are to improve their prospects/job situation (62%) and for personal fulfillment/self-improvement (44%).
- Although interested and motivated, nearly two-thirds (64%) of Segment 3 members have taken no specific actions toward enrollment; 18% have sought information but not yet applied.
- Lack of time and lack of money are seen as major barriers to enrollment.
- "Career training" (40%) and "job skills training" (39%) are the educational services of most interest to Segment 3 (interested but not attending) members. All other services except counseling (19%) are desired by at least 20% of the adults in this segment.

- Of those interested in "career training" (40%), "business/ commerce" (30%), "public service" (26%) and "health services/ paramedic technology" (22%) are the strong preferences.

- Of those interested in "job skills training" (39%), "management/ personnel skills" (36%) is the curricular area of strongest appeal.

- Of those interested in a college transfer program (28%), "business/commerce" (22%) again is a focal point of interest. A total of 52% of Segment 3 members give "attainment of a bachelor's degree" as a specific goal.

- Of those interested in "informal/non-credit activities" (27%), the major focus of interest is on "recreational skills" (36%), followed by "hobby skills" (31%), and crafts instruction" (31%).

- Of those interested in "practical skills" (24%), "maintenance" (41%) and "communication skills" (38%) are of most interest.

- Part time evening attendance at the main campus (49%) is the predominant choice of Segment 3 members.

- A total of 60% of Segment 3 members want to begin a course or program within the next year. This is projectable to a total of 46,844 Delaware County adults. A projectable total of 14,189 want to start a course or program by Summer Session 1978.

SEGMENT 4 -- COUNTY RESIDENTS NOT ATTENDING AND NOT INTERESTED

This segment is made up of persons who are not currently enrolled and who foresee no circumstances in which they would seek more education. A total of 892 of the 1,991 survey respondents, projectable to 173,382 adults in the county (44.8%), are not in the "educational market" to any forseeable extent.

Segment 4 members have the following demographic characteristics:

- Significantly older than local adults in the other four segments -- 44% are 50 or older.
- In terms of education, they tend to be high school graduates.
- A slightly higher than normal proportion of Segment 4 members live alone or in a two-person household.
- Fewer persons in this segment as compared to the other two non-enrolled segments are employed -- a reflection of the older age distribution within this group. Among those who do work, clerical positions (24%) lead the list.
- Income wise, Segment 4 is distributed about the same as all Delaware County adults interviewed in this study. They tend to be middle to slightly above middle income.

Segment 4 members have the following educational and attitudinal characteristics:

- Nearly as strong a pro-education orientation as in the other adult segments -- 76% see formal schooling as equal to or greater in importance than practical job experience in getting ahead.
- 77% of Segment 4 members say that further education would not be important for their job or occupation. In this respect, they differ markedly from the other two non-enrolled adult segments.
- Segment 4 members name a variety of reasons or factors inhibiting enrollment -- too busy/not enough time (42%), cost of courses (27%), lack of energy/interest (16%), and family responsibilities other than child care (15%). Another 11% mention having been away from school too long (too old) and 4% lack confidence.

SEGMENT 5 -- COUNTY RESIDENTS NOT ATTENDING BUT WITH LIMITED INTEREST OR INTEREST IN NON-CREDIT COURSES

The fifth segment is nearly identical in size to the third. A total of 412 of the 1,991 respondents, projectable to 80,082 county adults (20.69%), form a "secondary market target" for DCCC in terms of credit/transfer/career programs and a primary market for DCCC in terms of non-credit/avocational/recreational courses.

Segment 5 members have the following demographic characteristics:

- An age distribution similar to the county total except for slightly higher proportions of adults in the 30-39 and 40-49 age groups.
- A higher educational level than all other adult segments -- 21% of Segment 5 members are college graduates and another 10% have enrolled in graduate-level programs.
- The highest percentage of persons employed full time (56%) of any of the five adult segments. Professional/technical (26%) and clerical (20%) occupational categories lead the list.
- Somewhat higher income than other segments, although 21% refused to report their annual income.

Segment 5 members have the following educational and attitudinal characteristics:

- A strong pro-education orientation -- 87% consider formal education as equal to or greater in importance than practical job experience.
- 60% feel either that courses would not help them in their job or are uncertain that they would. So their interest is not highly related toward career/monetary criteria. In fact, 61% of Segment 5 members say there are no skills they possess that are not already being utilized in their work.
- In the area of informal/non-credit activities (a prime focus of interest for this segment), 42% desire crafts instruction, 41% desire recreational skills, and 40% desire hobby skills.
- Career counseling/interest testing is desired by 38% of Segment 5 adults.
- In the "practical skills" curricular area, 43% of Segment 5 adults want courses in "maintenance."
- "Too busy/not enough time" (43%) and cost of courses (41%) are perceived as the major factors inhibiting enrollment. Only 30% feel that free child care would be apt to stimulate higher enrollment.

- This is the educational segment with the greatest degree of interest in holding classes at public high schools within the county (37%). Their second choice is to hold classes evenings on the main campus (22%).

- Segment 5 members have less immediate or definite enrollment plans than persons in Segment 3 -- 36% want to enroll in a course during the next year and 24% are waiting until a particular program or course of interest becomes available.

- About half (53%) of Segment 5 members would like to receive information about Delaware County Community College. This is projectable to a total of 42,364 county adults. A total of 87% of Segment 5 members report having some knowledge of local adult education programs already.

- Segment 5 members get local information principally from local newspapers (74%), but 70% would favor "mail brochures/catalogs on request" as a means for disseminating information about Delaware County Community College.

SUMMARY OF PROJECTIONS OF EDUCATIONAL NEEDS/PLANS/PREFERENCES

OF ADULTS LIVING IN DELAWARE COUNTY

Chapter III

Out of a total base of 387,000 adults in Delaware County, we can project a "pro education" orientation to 97,137; a "pro practical experience" orientation to only 59,985 adults; and a "mixed" orientation to a total of 215,946 local adults.

The feeling or belief that further education would be beneficial to their current or planned occupation is projectable to a total of 120,251 adults residing in Delaware County and not currently attending a post-secondary class or program.

A projectable total of 167,571 Delaware County adults see "lack of time/too busy" as a major factor inhibiting enrollment in adult education programs. A projectable total of 126,549 Delaware County adults see "lack of money/courses too costly" as a major factor inhibiting enrollment.

Chapter IV

Interest in career training and job skills training is projectable to 39,270 Delaware County adults.

Interest in business and commerce is projectable to 14,959 Delaware County adults.

Interest in either management/personnel or math/accounting is projectable to approximately 9,734 Delaware County adults; office skills to 7,010 local adults.

Interest in home and car maintenance and repair is projectable to approximately 46,096 Delaware County adults.

Interest in recreational, hobby, and crafts skills are all projectable to approximately 60,000 Delaware County adults.

At least a projectable 48,770 Delaware County adults say they would probably continue their education if they had available educational advisement. The total figure is probably even higher, since these people come only from the "don't know/non-credit" educational segment.

Interest in career counseling/interest testing is projectable to approximately 39,892 Delaware County adults.

A projectable total of only 8,545 Delaware County adults favor the TV/radio/cassette learning method, whereas a projectable 94,419 favor the traditional lecture/class.

Chapter V

A willingness to pay $100 or more to enroll in a college course is projectable to only 13,867 Delaware County adults.

Interest in taking classes evenings on a part-time basis at DCCC or another local college is projectable to 98,691 Delaware County residents age 18 or older.

The need for free child care as an inducement to enrollment is projectable to 23,945 prospective students from Delaware County.

By projection, a total of 24,456 Delaware County adults want to enroll in a course or program during the next six months. Another 51,135 want to enroll between September 1978 and January 1979.

Chapter VI

Those interested in attending who are looking toward DCCC are projectable to a county total of 9,915; those interested in attending who are looking toward other Delaware County colleges are projected at 4,857.

Interest in getting more information about DCCC and its programs is projectable to 42,364 Delaware County adults in the "don't know/interested in non-credit" educational market segment.

There is a projectable base of 49,988 interested prospective adult students who live in Delaware County who have not yet acted upon their need or desire to obtain additional education.

Chapter VII

According to the survey data, there are 18,089 projectable adult students living in Delaware County whose current courses/programs are related to their current jobs. A projectable total of 3,887 current DCCC students report that their courses at DCCC are related to their current job.

Plans to continue through to degree are projectable to a total of 6,220 current DCCC students.

A total of 17,683 Delaware County students, by projection, have definite plans to continue on to a higher degree.

A projectable 4,859 of current DCCC students appear to have been attracted to DCCC because of its accessible location. A projectable 4,082 of current DCCC students have been attracted because of low costs of enrollment at DCCC.

DEFINITION OF EDUCATIONAL SERVICES

COLLEGE TRANSFER -- Courses and Programs Directed at Obtaining a Bachelor's Degree

Liberal arts/academic
Architecture/urban studies
Biology/health sciences
Business/commerce
Communications/the arts
Computer science
Education
Engineering
English/foreign languages
History
Mathematics
Physical science
Pre-professional
Psychology/social sciences
Paraprofessional

CAREER TRAINING -- Courses and Programs Designed to Help a Person Obtain a Job or Change Careers

Business/commerce
Data processing
Health services/paramedic technology
Mechanical/engineering
Natural sciences
Public service

JOB SKILLS -- Programs of Personal Development to Improve Skills Related to Your Job

Office skills
Building trades/skills
Electronics
Landscape maintenance
Commercial/graphic arts
Sales skills
Management/personnel skills
Math/accounting skills

INFORMAL/NON-CREDIT ACTIVITIES -- Courses Given on an Informal Non-Credit Basis; for Fun

Workshops/training in hobby skills
Crafts instruction
Performing arts
Special events (lectures, speeches, discussion groups)
Recreational skills

EDUCATIONAL/CAREER COUNSELING

Career counseling/interest testing
Financial aid
Job placement
How to find job seminars
Remedial education

PRACTICAL SKILLS -- Courses Designed to Provide Adults with Practical Skills Not Generally Related to Their Employment

Communication skills
Home skills
Child rearing/family relations
Maintenance of car/home/appliances
Personal finance

III.

CAREER AND EDUCATIONAL ASPIRATIONS OF COUNTY RESIDENTS

- Present Educational Levels and Employment
- Desired Career and Educational Upgrading
- Specific Motivations For/Against Seeking More Education
- General Orientation For/Against Formal Education and Practical Job Experience

A MAJORITY OF DELAWARE COUNTY ADULTS FEEL THAT FORMAL EDUCATION AND PRACTICAL JOB EXPERIENCE ARE EQUALLY IMPORTANT.

More than half (56%) of all adults residing in Delaware County feel that formal education and practical job experience are equally important to "getting ahead." A quarter of all local adults feel that formal schooling is more important, and a significantly smaller minority (16%) see practical job experience as the key to getting ahead. In sum, Delaware County adults seem very favorably predisposed toward formal education, although we do not have normative data from other localities.

- A key and unexplainable difference is that more than twice as many current DCCC students, as opposed to those attending all other colleges, see formal schooling as more important to getting ahead than practical job experience (40% versus 18%).

- A somewhat higher proportion of persons with "some college experience" (64%) than persons with other educational levels feel that formal schooling and practical experience are of equal importance.

- Perception of formal education as "important" is cyclical: those of traditional college age (17-20) and older adults (age 40 and over) think formal schooling is important, while the 21-39-year-old group thinks it is less important.

Out of a total base of 387,000 adults in Delaware County, we can project a "pro education" orientation to 97,137; a "pro practical experience" orientation to only 59,985 adults; and a "mixed" orientation to a total of 215,946 local adults.*

*These numbers are a translation from the table percentages and provide a an estimate or projection of the number of adult Delaware County residents who have a particular attitude or express a need for a specific educational service. All numbers portraying population must be regarded wholly as estimates.

Formal Education Versus Practical Experience Orientation

"There is a lot of debate today on whether either going to school or practical job experience is most important to getting ahead -- that is, to getting a good job, being promoted, and receiving better pay. Which of the following statements best describes your own feelings on this issue?" (Q. 22/A1, Q. 18/A2, Q. 20/B1, Q. 8/B2, Q. 9/B3.)

		Educational Market Segments					Age	
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit	21-29	50+
Base:	1,991	50	232	405	892	412	506	525
Formal education most important	25%	40%	18%	22%	28%	24%	15%	32%
Formal education and practical job experience equally important	56	54	67	60	48	63	63	48
Practical job experience most important	16	6	11	16	19	11	19	14
Don't know/No answer	4	--	3	2	6	2	2	7

DIFFERENT EDUCATIONAL MARKET SEGMENTS HAVE DIFFERENT PERCEPTIONS AS TO FACTORS WHICH MIGHT INFLUENCE ADULTS NOT TO ENROLL IN AN EDUCATIONAL COURSE OR PROGRAM.

THOSE WHO ARE CURRENTLY ATTENDING DCCC tend to see "availability of transportation" as the biggest problem or impediment to enrollment, with "conflicting family responsibilities" and "availability of child care" as secondary problems. They are not concerned about "cost," "career guidance," "reputation of school," or "inconvenient class hours." This is totally consistent with views we might hypothesize to community college students, who would be concerned about transportation/location because a two-year college is serving a local student population base. Additionally, community colleges are intended to: a) provide education at low or no cost; b) serve as a "transitional" or "weeding out" step before students get into more demanding educational programs, and c) meet the needs of a wide variety of local students via a wide range of class time.

THOSE WHO ARE ATTENDING OTHER COLLEGES are significantly more concerned with high costs of attendance, which is also consistent, since many of these students attend private four-year and professional schools. Like the DCCC students, they are also fairly concerned about "conflicting family responsibilities" and with "availability of child care."

THOSE IN THE "INTERESTED BUT NOT CURRENTLY ATTENDING" SEGMENT, like the non-DCCC segment, are very "put off" by educational costs. They are also concerned about "conflicting family responsibilities" and "availability of child care," but are not concerned with "availability of transportation."

THOSE IN THE "NOT INTERESTED" SEGMENT, surprisingly, exhibit the same attitudes/concerns as those in the "interested" segment.

THOSE IN THE "DON'T KNOW/NON-CREDIT" SEGMENT exhibit pretty much the same attitudes/concerns as well, although they see "conflicting family responsibilities" as the number one inhibiting factor. They also see "inconvenient class hours" as an inhibiting factor more than other educational segments.

Some General Observations

1. For those who move from an "interested" status to actual enrollment at a community college, there is a general lessening of concern over "cost," but not over "conflicting family responsibilities" and "availability of child care." There is also a corresponding increase in concern about "transportation/location."

2. "Provisions for handicapped students" is an item of moderate concern as an impediment to enrollment. However, the actual incidence of handicapped students is quite low in the overall population -- this may be either a fashionable item to rank high in importance like "environment," or it may be a purely hypothetical rating.

3. Almost universally (across segments), Delaware County adults are not highly "put off" by a school's reputation.

Comparison by Group of Importance Factors Influencing Decision Not To Enroll in an Adult Education Program*

"I'm going to read a list of factors which may cause persons to decide not to enroll in an adult education program. For each, please indicate whether that factor would be a big problem, a minor problem, or no problem at all." (Q. 23/A1, Q. 19/A2, Q. 21/B1, Q. 9/B2, Q. 10/B3.)

Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit
Availability of transportation (48%)	*Cost of tuition and materials* (53%)	*Cost of tuition and materials* (49%)	*Cost of tuition and materials* (50%)	*Conflicting family responsibilities* (48%)
Conflicting family responsibilities (38%)	*Conflicting family responsibilities* (50%)	*Conflicting family responsibilities* (43%)	*Conflicting family responsibilities* (49%)	*Cost of tuition and materials* (47%)
Availability of child care (34%)	*Availability of child care* (40%)	*Availability of child care* (38%)	*Availability of child care* (42%)	*Availability of child care* (42%)
Not enough time to study (32%)	*Provisions for handicapped* (34%)	*Provisions for handicapped* (33%)	*Provisions for handicapped* (39%)	*Inconvenience of class hours* (38%)
Provisions for handicapped (30%)	*Inconvenience of class hours* (32%)	*Inconvenience of class hours* (31%)	*Inconvenience of class hours* (33%)	*Provisions for handicapped* (35%)
Cost of tuition and materials (24%)	*Availability of transportation* (29%)	*Not enough time to study* (30%)	*Not enough time to study* (32%)	*Not enough time to study* (32%)
Lack of career guidance (24%)	*Lack of career guidance* (29%)	*Lack of career guidance* (25%)	*Availability of transportation* (30%)	*Lack of career guidance* (28%)
Reputation of school (14%)	*Not enough time to study* (26%)	*Availability of transportation* (23%)	*Lack of career guidance* (25%)	*Availability of transportation* (26%)
Inconvenience of class hours (12%)	*Reputation of school* (13%)	*Reputation of school* (12%)	*Reputation of school* (15%)	*Reputation of school* (13%)

(Multiple responses)

*Answers represent those saying that a particular factor would be a big problem.

THE BACHELOR'S DEGREE IS BY FAR THE MOST DESIRED OBJECTIVE OF THOSE EXPRESSING THEIR GOALS BY EDUCATIONAL LEVEL.

When transfer students at DCCC and other post-secondary schools are asked the program of greatest interest to them, almost two-thirds (62% and 63%, respectively) say they want courses of study that will enable them eventually to obtain the bachelor's degree. Half of those who have interest in courses but are not attending school also say they would like a program leading to the bachelor's degree.

Business and commerce is the only specific curriculum spontaneously mentioned by a significant proportion of respondents (22%) in the context of this question.

Interest in Specific College Transfer Degree Programs

"In what degree (area) are you interested?" (Q. 13/A1, Q. 9/A2, Q. 8/B1. Omitted from B2 and B3.)

		Educational Market Segments		
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending
Base:	139	8	19	112
BY CURRICULUM:				
Business and commerce	22%	38%	16%	22%
Preprofessional	9	--	10	9
Communications and arts	8	--	10	8
Psychology/social sciences	8	--	21	6
Education	7	--	5	8
Engineering	6	--	--	8
Physical science	4	--	5	4
Liberal arts/academic	4	--	--	4
Biology/health sciences	4	25	--	3
English and foreign languages	4	--	--	4
Vocational	1	--	--	2
Paraprofessional	2	--	--	3
BY LEVEL:				
Master's	6	--	5	7
Bachelor's	54	62	63	52
Associate (two-year)	4	12	5	3
Other	3	12	--	3

(Top mentions/Multiple responses)

IMPROVEMENT OF ONE'S CAREER PROSPECTS AND JOB SITUATION IS THE MAJOR REASON FOR INTEREST IN ENROLLMENT AMONG PROSPECTIVE STUDENTS. PERSONAL FULFILLMENT/ SELF-IMPROVEMENT IS A CLOSE SECOND.

Overall, nearly half (43%) of all prospective students are interested in attending college to improve their career or job prospects; to make more money is a related reason among 8% of these adults. Nearly as many (37%) find personal fulfillment/self-improvement a compelling reason to get more education. The interest of only a few (10%) is based on the availability of courses they find interesting. In sum, adults from Delaware County are not interested in courses just to kill time or for something to do. Specific job goals or personal fulfillment are the reasons for their interest.

- A significantly larger proportion of those in the "interested" as opposed to "don't know/non-credit" segment (62% versus 24%) are interested in more education as a means for career/job improvement. Those from this segment seeking an education for personal fulfillment/self-improvement (44%) are more numerous than in the other segment as well.

- Reflecting more of an avocational/free-time orientation, 20% of the "don't know/non-credit" segment would seek more education if "something interesting" comes up; an equal number (20%) if they can find more time for attending school.

- Income is an interesting factor here. Those who make less than $10,000 a year are looking to education to improve their job situation (53%). Those who make $20,000 or more a year exhibit more of a classes-for-leisure-time orientation and are more inclined to say that they will wait until something interesting comes up.

Reasons for Interest in Enrollment

"What are the major reasons for your interest?" (Q. 2/B1.)

"Under what circumstances do you see yourself enrolling in a course or educational program?" (Q. 1/B3. Omitted from A1, A2, and B2.)

		Educational Market Segments		Income	
	Total	Interested But Not Attending	DK/Non-Credit	Less Than $10K	$20K Or More
Base:	817	405	412	85	265
Improve prospects/ job situation	43%	62%	24%	53%	37%
Personal fulfillment/ self-improvement	37	44	30	39	40
If something interesting comes up	10	--	20	8	17
If I have more time	10	--	20	2	14
Money	8	11	4	9	6
To do something with time	3	4	2	2	4
Miscellaneous	6	3	9	8	5
Don't know/No answer	3	2	5	1	*

(Multiple responses)

*Less than .5%.

MOST ADULTS NOT PRESENTLY ATTENDING COLLEGE WOULD LIKE TO THINK THAT FURTHER EDUCATION WOULD HELP THEIR CAREER. THOSE WHO ARE NOT INTERESTED IN MORE EDUCATION THINK IT WOULD NOT HELP THEIR CAREER.

It appears, then, that applicability of educational courses to employment is a major factor motivating some local adults to seek an education and inhibiting others. From data reported on elsewhere in this report, we know that a substantial number of prospective students from the "don't know/non-credit" market segment are motivated more for personal interest/development than by a better future/pay/job.

- While a total of 77% of adults from the "interested" segment think that further education would be required, very helpful, or of some importance to their current or planned job, only 16% of the "not interested" adults feel the same way.

- More than half (54%) of adults in the "don't know/non-credit" educational market segment say that further education would not be beneficial to their current or planned job; a total of 39% (required, very helpful, some importance) feel that more education would be beneficial to their work.

The feeling or belief that further education would be beneficial to their current or planned occupation is projectable to a total of 120,251 adults residing in Delaware County and not currently attending a post-secondary class or program.

Perceived Benefit of Further Education to Job Among Respondents Not Currently Enrolled

"Would further education be important for your present or planned occupation?" (Q. 5/B1, Q. 4/B2, Q. 4/B3. Omitted from A1 and A2.)

		Educational Market Segments				Employment		
	Total	Interested But Not Attending		Not Interested	DK/Non-Credit	FT	PT	Not Working
Base:	1,709	405		892	412	921	188	596
Not important to job	57%	18%		77%	54%	57%	45%	61%
Don't know	4	4		3	6	3	5	5
Some importance	12	13		9	18	14	15	8
Very helpful	19	47	77%	6	19	22	23	14
Required	5	17		1	2	4	12	4
					16%			
					39%			
No answer	3	*		5	1	*	--	8

*Less than .5%.

LACK OF TIME AND LACK OF MONEY, OVERALL, ARE PERCEIVED AS THE MAJOR FACTORS INHIBITING FURTHER EDUCATION AMONG DELAWARE COUNTY ADULTS.

When we combine the attitudes and opinions of persons in all five of the educational market segments, we find that lack of time (43%) and lack of money (33%) are the major factors perceived as inhibiting enrollment. Lack of energy/motivation (17%), family responsibilities other than child care (14%), child care/need for day care (13%), and transportation/inconvenient location (13%) are secondary factors according to Delaware County adults.

- Cost of courses and lack of time are the major inhibiting reasons mentioned by current DCCC students. A larger proportion of students currently enrolled at other schools, however, name both of those factors.

- Among the "interested but not currently attending" segment, a very large number (50%) mention lack of time/too busy as an inhibiting factor, although only 6% of those adults mention inconvenient class schedule. We might conclude, therefore, that it is either lack of study time or lack of any "spare" time (or some combination of these) that is inhibiting enrollment.

- There are almost no Delaware County adults who answered "no need for more education" as being a major factor inhibiting enrollment among local adults they know (presumably a surrogate for "themselves" as well).

- There is a significant interaction between educational level and being "too busy/not having enough time." Those who are not high school graduates are less busy than others. For whatever reason, adults from sponsoring districts are more busy (i.e., have less time for schooling) than those from non-sponsoring districts (46% versus 38%).

- Sex is another interacting factor. More females than males (16% versus 10%) name transportation/inconvenient location as a problem and more women than men (37% versus 29%) name cost of courses as a big problem. Also mentioned more frequently by women (20%) than men (5%) is the need for child care/day care. Slightly more men than women (46% versus 40%) report "too busy/lack of time" as being a major factor inhibiting enrollment.

A projectable total of 167,571 Delaware County adults see "lack of time/too busy" as a major factor inhibiting enrollment in adult education programs. A projectable total of 126,549 Delaware County adults see "lack of money/courses too costly" as a major factor inhibiting enrollment.

Major Reasons Perceived as Inhibiting Enrollment

"Delaware County Community College wants to make its courses and programs available to the largest number of people. But some people encounter difficulties or barriers to attending school. Among the adults that you know, what are some of the major reasons preventing them from enrolling in a class?" (Q. 21/A1, Q. 17/A2, Q. 19/B1, Q. 7/B2, Q. 8/B3)

	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit
Base:	1,991	50	232	405	892	412
Too busy/not enough time	(43%)	24%	40%	50%	42%	43%
Cost of courses/financial aid	(33)	26	30	40	27	41
Lack energy/motivation/ interest	17	18	18	15	16	19
Family responsibilities other than child care	14	6	12	16	15	14
Child care/need day care	13	18	9	17	11	15
Transportation/inconvenient location of classes	13	12	11	13	12	15
Too old/away from school too long	8	2	4	4	11	7
Lack confidence/direction/ might not get in	6	8	7	9	4	6
Inconvenient class schedule	4	8	8	6	2	6
No need for more education	4	--	4	2	6	4
NO MAJOR PROBLEMS	3	4	4	4	3	3
Lack of information	2	2	4	2	1	2
Don't offer what I need/ want	2	--	2	3	1	3
Bad health/can't get around	1	--	1	--	2	1
DON'T KNOW/NO ANSWER	10	12	6	4	15	6

(Top mentions/Multiple responses)

IV.

SPECIFIC EDUCATIONAL NEEDS/PREFERENCES

OF COUNTY RESIDENTS

- Overall Educational Interests
- Career Training Programs
- Job Skills Training Areas
- Courses to Provide Practical Skills
- Informal Activities for Fun; Non-Credit Courses
- Effect of Access to Advisement on Continuing Education
- Educational and Career Counseling
- Preferred Learning Methods

CAREER TRAINING AND JOB SKILLS TRAINING ARE RATED OF GREATEST INTEREST BY CURRENT AND POTENTIAL STUDENTS.

When asked which type of educational program would be of greatest personal interest to them, more than a third of DCCC students and potential students answer career training (38%) and job skills training (36%).

About a third also say they would like informal activities (32%). Somewhat fewer (27%) name practical skills, college transfer programs (25%), or counseling (18%).

- Twice as many of those attending DCCC as those attending other institutions say they are interested in college transfer programs (32% to 16%) and counseling (24% to 12%).
- About half (48%) of those who are not working indicate interest in career training; this is true of only about a third (32%) of those with full-time jobs.

Interest in either career training or job skills training is projectable to approximately 39,270 Delaware County adults.

Overall Kinds of Educational Interests

"What type of educational program or courses would be of greatest interest to you?" (Q. 12/A1, Q. 8/A2, Q. 7/B1. Omitted from B2 and B3.)

		Educational Market Segments			Employment		
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	FT	PT	Not Working
Base:	549	25	119	405	269	104	176
College transfer	25%	32%	16%	28%	24%	34%	22%
Career training	38	32	31	40	32	36	48
Job skills training	36	28	26	39	40	36	29
Informal activities	32	44	45	27	30	38	31
Counseling	18	24	12	19	16	20	18
Practical skills	27	40	3	24	24	29	29
None	4	4	4	4	5	6	2

(Multiple responses/No answer omitted)

THE CAREER TRAINING PROGRAM THAT ATTRACTS THE GREATEST POSITIVE RESPONSE IS BUSINESS AND COMMERCE.

Adults who have interest in career training programs or courses select the field of business and commerce (37%) over other fields named by almost a two-to-one margin.

Of interest to about a fifth of respondents is health services and paramedic technology (23%). This field is more attractive to women than men (31% to 11%).

Men and women in equal proportions express an interest in studying for careers in public service; about a fifth of each sex acknowledge this interest.

Interest in business and commerce is projectable to 14,959 Delaware County adults.

Interest in Specific Career Training Programs

"Which of the following areas would be of greatest interest to you?" (Q. 14/A1, Q. 10/A2, Q. 9/B1. Omitted from B2 and B3.)

		Educational Market Segments			Sex	
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	M	F
Base:	208	8	37	163	81	127
Business and commerce	37%	25%	30%	39%	40%	35%
Data processing	6	12	3	7	5	7
Health services and paramedic technology	23	38	22	23	11	(31)
Mechanical and engineering	14	12	16	13	28	4
Natural sciences	6	--	11	6	10	4
Public service	19	12	24	18	18%	20
Other	9	--	11	9	7	10

(Multiple responses/No answer omitted)

INTEREST IN TRAINING IN SPECIFIC JOB SKILLS IS MODERATE.

Of those adults who indicate some interest in job skills training, about a fourth say training in management and personnel skills would suit them best (28%). Math and accounting skills are seen as useful to acquire by 24%, and office skills in general by about a fifth (18%).

Interest in either management/personnel or math/accounting is projectable to approximately 9,734 Delaware County adults; office skills is projectable to 7,010 local adults.

Interest in Specific Job Skills Training Areas

"In the job skills area, some people seek to further develop themselves by taking courses in such things as office/bookkeeping skills, graphics skills, mathematics skills, etc. What type of program would best suit your need for job skills?" (Q. 15/A1, Q. 11/A2, Q. 10/B1. Omitted from B2 and B3.)

		Educational Market Segments			Sex	
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	M	F
Base:	196	7	31	158	98	98
Office skills	18%	14%	13%	20%	10%	26%
Building trades/skills	6	--	6	6	10	1
Electronics	7	14	3	8	12	2
Landscape maintenance	3	--	3	2	3	2
Commercial and graphic arts	10	--	6	11	7	13
Sales skills	5	--	3	5	9	--
Lab/science skills	12	14	6	13	7	16
Management/personnel skills	28	--	36	27	31	24
Math/accounting skills	24	71	19	22	30	17
Other	20	14	23	20	14	26

(Multiple responses/No answer omitted)

OF THE VARIOUS PRACTICAL SKILLS WHICH CAN BE TAUGHT, HOME AND CAR MAINTENANCE DRAWS THE MOST INTEREST.

Four in ten adults (42%) who say they have some interest in courses which would help them in practical aspects of their lives say they would like to learn how to maintain and repair their homes, cars, and appliances.

Among the five practical skills listed, three others are designated of interest by more than a fifth of this group:

- Home skills (budgeting, cooking, consumer effectiveness), cited by 29%.
- Personal finance (insurance, taxes, investments), also cited by 29%.
- Communication skills (reading, writing, computation), of interest to 24%.
- While twice as many women as men want to learn home skills (40% versus 16%), almost the reverse is true of maintenance (55% of men to 31% of women). Both sexes are equally interested in personal finances and communication skills.

Interest in home and car maintenance and repair is projectable to approximately 46,096 Delaware County adults.

Interest in Specific Practical Skills

"Now, in what types of practical skills are you interested? By practical skills we mean such things as writing, budgeting, home and auto maintenance." (Q. 19/A1, Q. 15/A2, Q. 14/B1, Q. 16/B3. Omitted from B2.)

		Educational Market Segments				Sex	
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	DK/Non-Credit	M	F
Base:	558	10	37	99	412	264	294
Communication skills	24%	30%	30%	38%	20%	22%	26%
Home skills	29	20	8	33	30	16	40
Child rearing	13	10	3	20	13	5	21
Maintenance	42	40	35	41	43	55	31
Personal finance	29	50	49	34	26	29	30
Other	8	60	22	7	5	6	9
No answer	11	--	3	2	14	11	11

(Multiple responses)

A THIRD OF DCCC PROSPECTS WANT TO LEARN RECREATIONAL, HOBBY, AND CRAFT SKILLS.

When asked about informal, non-credit activities, about a third of respondents who express interest in this category say they would like instruction in:

- Recreational skills such as golf, tennis, or physical conditioning (39%).
- Hobby skills such as photography or woodworking (37%).
- Crafts skills such as pottery, sewing, weaving, or painting (36%).

About a fifth of those who might be interested in non-credit courses or workshops name the performing arts (24%) or special events (18%) as activities that would engage their participation.

- Women are far more likely than men to seek crafts instruction (54% to 15%).

Interest in recreational, hobby, and crafts skills are all projectable to approximately 63,947 Delaware County adults.

Interest in Non-Credit Courses

"In what types of informal non-credit activities would you be interested?" (Q. 17/A1, Q. 13/A2, Qs. 12 and 15/B1, Q. 15/B3. Omitted from B2.)

		Educational Market Segments				Sex	
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	DK/Non-Credit	M	F
Base:	882	11	54	405	412	412	470
Hobby skills	37%	54%	48%	31%	40%	44%	30%
Crafts instruction	36	36	28	31	42	15	54
Performing arts	22	18	28	20	24	18	25
Special events	17	9	18	17	18	14	20
Recreational skills	39	46	48	36	41	42	37
Other	10	--	11	7	14	12	9
No answer	9	--	2	15	5	12	7

(Multiple responses)

EDUCATIONAL ADVISEMENT, IF MADE AVAILABLE ON A WIDE SCALE, WOULD HAVE A BENEFICIAL COMMUNITY IMPACT.

More than six in ten (61%) of potential students in the "don't know/non-credit" segment say that they would continue their education if suitable advisement was available.

- The need for educational advisement increases monotonically as a person's level of education decreases -- only 41% of those with a college degree say they need such advisement while 79% of those who do not have a high school diploma report needing educational counseling.
- The need for educational advisement is highly related to age, with 83% of Delaware County residents age 17-20 saying that they need more access to educational advisement. Only 46% of those age 50 and over feel this way.
- Women more than men (67% versus 54%) report that the availability of advisement could influence them in seeking more education.

At least a projectable 48,770 Delaware County adults say they would probably continue their education if they had available educational advisement. The total figure is probably even higher, since these people come only from the "don't know/non-credit" educational segment.

Affect of Access to Advisement on Continuing Education

"Would you continue your education if you had access to more advisement to better fit your interests to what is being offered?" (Q. 14/B3. Omitted from A1, A2, B1, and B2.)

	Educational Market Segments	Education			
	Don't know/Non-Credit	Less than HS Grad	HS Grad	Some College	College Grad+
Base: Form B3	412	38	163	68	128
Yes	61%	79%	74%	62%	41%
No	39	21	26	38	58
No answer	1	--	--	--	2

CAREER COUNSELING/INTEREST TESTING IS AN ASPECT OF EDUCATIONAL AND JOB ADVISEMENT THAT ATTRACTS POTENTIAL STUDENTS.

Twice as many current and potential students show interest in career counseling and interest testing as in the other types of job or educational counseling listed. Compared to the 40% who think they would find such a course helpful, about a fifth indicate some interest in:

- Job placement (23%)
- Financial aid (18%)
- Job seminars (17%)

Women more than men think they would take a course or courses in career counseling (45% versus 34%).

Interest in career counseling/interest testing is projectable to approximately 39,892 Delaware County adults.

Interest in Educational and Career Counseling

"What types of educational and career counseling would you find helpful? Would that be career counseling in general, financial aid, job placement, seminars on how to find a job, or remedial education?" (Q. 18/A1, Q. 14/A2, Q. 13/B1, Q. 17/B3. Omitted from B2.)

		Educational Market Segments				Sex	
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	DK/Non-Credit	M	F
Base:	508	6	14	76	412	226	282
Career couseling/ interest testing	40%	33%	64%	49%	38%	34%	45%
Financial aid	18	--	29	42	14	16	21
Job placement	23	33	50	29	21	22	25
Job seminars	17	17	14	24	16	16	17
Remedial education	10	17	7	12	10	8	12
No answer	18	17	--	3	22	24	14

(Multiple responses/Other omitted)

IN GENERAL, STUDENTS AND PROSPECTIVE STUDENTS SEEM TO FAVOR THE MORE TRADITIONAL LEARNING/INSTRUCTIONAL METHODS; THIS MAY BE A GENERAL REFLECTION OF LACK OF EXPOSURE TO ALTERNATIVE LEARNING METHODS.

Traditional lectures and classes are the choice of nearly half (44%) of all students and prospective students from Delaware County. Conferences/workshops (23%), on-the-job training (18%), and informal study groups (16%) have smaller numbers of adherents. But these are all learning methods in which the student can interact with other students and with instructors. Self-directed study (7%), TV/radio cassettes (4%), and correspondence courses (2%) are less in demand, although exposure to these new techniques may stimulate greater demand for them.

- Current DCCC students tend to be the strongest advocates for traditional lectures and classes, while those county students attending other schools tend to lean more toward informal study groups than those in the other four educational segments.

- Those local residents in the "pro education" segment and those with some college or more are stronger advocates for the traditional lecture/class instructional method than are their counterparts.

- Men seem to favor on-the-job training slightly more than women do (20% versus 16%), while more women than men favor informal study groups (18% versus 13%).

A projectable total of only 8,545 Delaware County adults favor the TV/radio/cassette learning method, whereas a projectable 94,419 favor the traditional lecture/class.

Preferred Learning Methods

"By what method are you most comfortable learning?" (Q. 26/A1, Q. 22/A2, Q. 18/B1, Q. 19/B3. Omitted from B2.)

		Educational Market Segments			
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	DK/Non-Credit
Base:	1,099	50	232	405	412
Lectures and classes	44%	(68%)	47%	44%	40%
Conferences and workshops	23	16	18	22	27
On-the-job training	18	4	16	19	21
Informal study groups	16	10	(20)	14	16
Studying on your own	7	2	6	11	4
Lessons from private teacher	4	2	5	4	4
TV, radio, records, cassettes	4	2	4	3	5
Correspondence courses	2	--	1	2	2

(Multiple responses/Other and No answer omitted)

V.

TIME, PLACE, AND FINANCIAL ORIENTATIONS

- Financial Considerations
- Preferred Class Locations
- Preferred Class Scheduling
- Day Care Needs
- When Enrollment Is Desired

TUITION COST APPEARS TO BE EITHER A SIGNIFICANT CONCERN OR MAJOR IMPEDIMENT TO ENROLLMENT AMONG NEARLY ALL DELAWARE COUNTY ADULTS WHO SHOW INTEREST IN ENROLLING IN A COURSE AND WHO SAY TUITION COSTS WOULD BE A PROBLEM.

"Price sensitive" adults (those who define a "reasonable" per-course cost as $50 or less) make up three-quarters of the Delaware County adult population, regardless of whether they are current students at DCCC and other schools or prospective students.

Interestingly, there are no significant decreases in price sensitivity among those Delaware County residents with a "pro education" orientation. However, those residents who have a "pro experience" orientation show a greater price sensitivity than do other residents ("pro education," 73%; "both important," 75%; "pro experience," 86%).

- There are no significant differences between adults in sponsoring and non-sponsoring districts, nor are there any differences by age group.
- Women (81%) appear to be more price sensitive than do men (70%).
- Delaware County residents who earn $20,000 or more a year appear to be much less price sensitive than do other residents. Twenty-five percent of the respondents in this segment would be willing to pay $100 or more to enroll in a college course, compared with 13% of those who make less than $20,000 per year.
- Individuals who have graduated from college (24%) are more willing to pay $100 or more to enroll in a college course than are those who have not (12%).

> A willingness to pay $100 or more to enroll in a college course is projectable to only 13,867 Delaware County adults.

Tuition Cost As An Impediment To Enrollment

"What is a reasonable tuition per course that you can afford?" (Q. 25/A1, Q. 21/A2, Q. 23/B1, Q. 12/B3. Omitted from B2.)

		Educational Market Segment				Employment		
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	DK/Non-Credit	FT	PT	Not Working
Base:	492	17	87	204	184	210	99	180
PRICE SENSITIVE	76%	77%	74%	74%	79%	74%	79%	78%
$10 per course	23%	18%	13%	24%	28%	19%	28%	26%
$25 per course	30	41	31	28	30	30	34	34
$50 per course	23	18	30	22	21	25	27	18
LESS PRICE SENSITIVE	15	24	15	17	11	21	12	8
$100 per course	11%	24%	12%	13%	8%	16%	10%	6%
$200 or more	4	--	3	4	3	5	2	2
No answer	9	--	12	8	10	5	8	14

THERE IS A GENERAL CONSENSUS THAT DELAWARE COUNTY COMMUNITY COLLEGE NEEDS TO OFFER COURSES AT ONLY TWO LOCATIONS -- THE MAIN CAMPUS AND AT PUBLIC HIGH SCHOOLS.

Among the four relevant educational market segments asked this question, the main DCCC campus location is highly favored -- 27% favor campus-day and 24% campus-evening. Another one-quarter (26%) favor attending classes at local public high schools. Other locations -- such as local YMCA-YWCA's, libraries, and community centers are not preferred. About one in ten adults have no general locational preferences.

- Public high schools are favored by a higher proportion of potential students in the "don't know/non-credit" segment and the main campus-evening by a higher proportion of the "interested" adult segment.

- Adults who work full time favor taking classes at the main DCCC campus-evenings, which makes sense. Those who work part time or do not work outside the home seem to favor day classes at the main DCCC campus.

- Younger students (age 17-20) widely favor taking day classes at DCCC's campus, while older students and prospective students favor classes located on campus-evenings and at local high schools.

Preferred Class Locations

"Where would you like to attend classes if you could go anywhere you wanted to?" (Q. 27/A1, Q. 23/A2, Q. 17/B1, Q. 20/B3. Omitted from B2.)

		Educational Market Segments				Employment		
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	DK/Non-Credit	FT	PT	Not Working
Base:	1,099	50	232	405	412	539	190	365
On campus, day	27%	56%	43%	26%	16%	15%	45%	37%
Public high school	26	18	15	22	37	27	20	28
On campus, evening	24	20	16	31	22	35	16	13
On-the-job training	6	2	3	6	8	6	5	6
Vocational or technical institute	4	--	3	5	5	4	6	4
YMCA/YWCA	2	--	1	2	3	2	3	2
Local library	1	--	1	1	2	1	1	2
Community center	1	--	1	1	2	1	2	2
No preference	9	--	10	7	10	10	7	7

(Top mentions/Multiple responses/Other and No answer omitted)

PART TIME ENROLLMENT AT EVENING CLASSES ON THE MAIN CAMPUS IS THE TIME/PLACE PREFERENCE OF NEARLY HALF OF THE DELAWARE COUNTY ADULTS ASKED THIS QUESTION.

Full time-day (20%) and part time-day (17%) attendance on the main campus are the time/place preferences of smaller groups of Delaware County adults.

A higher proportion of current DCCC students (30%) than those attending other schools (21%) favor part time evening attendance on the main campus. This is also the heavy preference (49%) among the "interested but not currently attending" segment. So the time/place advantage to current DCCC students is the very time/place arrangement that nearly half of prospective students are seeking.

- Two-thirds (66%) of all persons with full time jobs favor part time evening enrollment on the main campus. The time/place preferences of part time workers and those who do not work outside the home are more evenly divided over various time/place enrollment options.

- There is somewhat more of a preference for part time-evening enrollment on the main campus among adults from sponsoring school districts than from non-sponsoring school districts (48% versus 40%).

- Part time-evening attendance on the main campus is preferred by 51% of men, as opposed to 42% of women. Conversely, women prefer part time-day (24%) to a greater extent than do men (10%).

- Adults age 21 and over in Delaware County are best served by part time-evening enrollment on the main campus, according to our survey data (53%). Those age 17-20 prefer full time-day enrollment on the main campus (57%).

> Interest in taking classes evenings on a part time basis at DCCC or another local college is projectable to 98,691 Delaware County residents age 18 or older.

Time/Schedule Preferences

"What type of attendance would best suit your needs?" (Q.20/A1, Q. 16/A2, Q. 16/B1, Q. 20a/B3. Omitted from B2.)

		Educational Market Segments				Employment		
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	DK/Non-Credit	FT	PT	Not Working
Base:	1,099	50	232	405	412	539	190	365
Full time-day	20%	32%	47%	17%	7%	7%	40%	30%
Full time-evening	7	10	6	8	6	8	5	6
Part time-day	17	14	8	18	22	9	20	28
Part time-evening, main campus	(46)	30	21	49	60	(66)	30	26
Part time-evening, other locations	3	12	10	--	--	3	1	3
Weekend	3	--	3	4	3	4	2	3
Other	1	--	--	2	1	1	1	1
No answer	3	2	6	3	2	3	2	4

FEWER THAN ONE-THIRD OF PROSPECTIVE STUDENTS NEED FREE CHILD CARE AS AN INDUCEMENT TO ENROLLMENT.

Among prospective students in the "don't know/non-credit" segment, nearly one-third (32%) say child care is unimportant. Another 35% presumably think that child care is important, but do not see enrollment as contingent upon free child care. Three in ten prospective students do need child care supplied by the college on a free basis.

- More women than men, by a two-to-one margin, report needing free child care in order to enroll.
- Free child care is slightly more applicable/important to prospective students in the $15,000-$19,999 income group; it is least important to those in the under $10,000 category.
- Those working part time and not working are more interested in child care than those working.

The need for free child care as an inducement to enrollment is projectable to 23,945 prospective students from Delaware County.

Affect of Child Care Facilities on Enrollment

"Would you be more apt to enroll in a course if child care facilities were provided free?" (Q. 13/B3. Omitted from A1, A2, B1, and B2.)

	Educational Market Segments	Sex		Income			
	Don't know/Non-Credit	M	F	Less Than $10K	$10K-$14,999	$15K-$19,999	$20K or More
Base: Form B3	412	185	227	34	65	74	152
Yes	30%	20%	38%	24%	28%	(36%)	24%
No	35	40	31	24	40	30	39
Maybe	3	3	3	--	5	7	3
Not important	32	38	27	(53)	28	27	35

NEARLY HALF OF ALL PROSPECTIVE STUDENTS IN DELAWARE COUNTY WANT TO START SCHOOL SOME TIME BETWEEN NOW AND JANUARY 1979.

A sizable minority (15%) of Delaware County prospective students want to start an educational program by the beginning of the Fall 1978 semester. Another one-third (32%) of potential students want to start a course or program between September 1978 and January 1979. A larger number of the "interested but not attending" adults than those who have an uncertain level of interest as an orientation toward non-credit courses have enrollment during the next 12 months as a definite goal. By contrast, nearly one-quarter (24%) of the "don't know/non-credit" segment say they are waiting until whenever the specific course they want becomes available.

- Age is an interacting factor. A higher proportion (61%) of prospective students age 17-20 wishes to enroll during the next 12 months; a higher proportion of prospective students age 40-49 are waiting until whenever the desired course is available (31%).

- More women than men (31% versus 19%) plan to enroll more than a year from now. More men than women (18% versus 13%) plan to enroll during the next six months.

- Of those respondents working part time, 37% see themselves starting school in 6-12 months; only 27% of those not working share this goal. Slightly more than a third (37%) of those not working would start in over a year, whereas only 20% of those working full time would put off starting school for that long a period of time.

  However, 21% of those working full time will enroll "whenever that program becomes available," a view shared by only 13% of those who work part time and 15% of those who are not working.

> By projection, a total of 24,456 Delaware County adults want to enroll in a course or program during the next six months. Another 51,135 want to enroll between September 1978 and January 1979.

"If you decide to start school, when would you start?" (Q. 24/B1, Q. 26/B3. Omitted from A1, A2, B2.)

		Educational Market Segments		Age				
	Total	Interested But Not Attending	DK/Non-Credit	17-20	21-29	30-39	40-49	50+
Base:	817	405	412	118	262	197	107	127
Less than six months	15%	18%	13%	16%	16%	12%	19%	16%
Six-twelve months	32	42	23	(45)	38	29	(18)	27
Over a year	26	24	27	24	29	34	14	20
Whenever that program becomes available	18	11	24	10	12	17	(31)	27
Other	3	3	4	2	2	4	8	3
No answer	5	2	8	3	3	4	11	8

VI.

ACTIONS BEING TAKEN AND SOURCES OF INFORMATION

- Current Actions -- Informational Inquiries, Applications, Acceptance, Enrollment
- Sources of Information and Desired Sources
- Past Attendance at DCCC

MANY PROSPECTIVE STUDENTS FROM DELAWARE COUNTY ARE LOOKING AT SCHOOLS OUTSIDE OF DELAWARE COUNTY. THE MAJORITY OF THOSE WHO DO HAVE A LOCAL FOCUS OF ORIENTATION ARE LOOKING TOWARD DELAWARE COUNTY COMMUNITY COLLEGE.

This phenomenon could be the result either of a perceived lack of available local educational opportunities, perceived better schools elsewhere, or a combination of the two. The underlying motivation for going or looking outside the county for a course or program was not something we measured on the current survey instrument (but is something which would merit attention in any subsequent studies).

Of those prospective students from the county who are looking for a local post-secondary program, DCCC is the choice by a two-to-one margin (35% versus 17%).

Of those local prospective students who are looking toward schools outside Delaware County, the focus of orientation is toward schools in the Philadelphia metro area (as opposed to schools farther distant) by a two-to-one margin (42% versus 24%).

- The prospective DCCC segment consists more of persons who are oriented toward practical job experience as an alternative to formal education (44% versus 27%). This is true for prospective Delaware County students looking at any schools/programs within the county.
- Prospective students who are looking more toward schools outside the county are generally persons with a heavier orientation toward formal schooling as opposed to practical job experience.
- Interestingly, prospective students from non-sponsoring school districts are more apt to be looking at schools outside of the Philadelphia metro area -- these people may be in need of more specialized educational curricula not offered locally.

Those interested in attending who are looking toward DCCC are projectable to a county total of 9,915; those interested in attending who are looking toward other Delaware County colleges are projected at 4,857.

Where Prospective Students Are Seeking An Education

"What school or schools would that be?" (Q. 3a/B1. Omitted from A1, A2, B2, B3.)

		Educational Orientation			School District	
	Total*	Pro Educ	Both Important	Pro Exp	Sponsoring	Non-Sponsoring
Base:	147	33	94	18	97	47
WITHIN COUNTY						
DCCC	35%	27%	36%	44%	34%	36%
Other colleges in county	17	6	22	11	16	17
OUTSIDE COUNTY						
Other schools in metro area	42	48	43	22	41	40
Schools outside metro area	24	30	22	17	21	32
Still in high school	4	6	1	17	4	4
Miscellaneous	3	3	3	--	1	6
No answer	6	3	5	17	7	4

(Multiple responses)

*Educational Market Segment: Interested But Not Attending.

ABOUT HALF OF THOSE ADULTS WITH SOME OR UNCERTAIN INTEREST IN GETTING MORE EDUCATION WOULD LIKE TO GET MORE INFORMATION ABOUT DELAWARE COUNTY COMMUNITY COLLEGE.

A significantly greater proportion (68%) of local residents with incomes of $15,000 to $19,999 a year than any other income group want more information about DCCC.

Nearly three-quarters (73%) of those who say they want more information about DCCC say they have a particular area, course, or program they want specific information about.

- Interest in getting information on DCCC is significantly higher among those adults who are "pro-education" and those who have a high school diploma but no college.

- More persons from sponsoring than non-sponsoring districts (56% vs. 48%) want more information on DCCC's programs and courses. It is interesting, though, that the 48% figure for persons from non-sponsoring districts is as high as it is and so close to the 56% figure for persons from sponsoring districts.

Interest in getting more information about DCCC and its programs is projectable to 42,364 Delaware County adults in the "Don't know/Interested in non-credit" educational market segment.

Desire for Information About DCCC

"Would you like more information about DCCC and the types of programs and courses they offer?" (Q. 25/B3. Omitted from A1, A2, B1, B2.)

	Educational Market Segments	Income			
	Don't know/Non-Credit	Less Than $10K	$10K-$14,999	$15K-$19,999	$20K or More
Base:	412	34	65	74	152
No	47%	47%	45%	32%	50%
Yes	53	53	55	68	50

(IF YES) "Is there a particular area in which you are interested?" (Q.25/B3)

No	13%	6%	14%	16%	16%
Yes	40	44	41	52	34
No answer	*	3	--	--	--

*Less than .5%.

AWARENESS OF LOCAL ADULT EDUCATION PROGRAMS AMONG DELAWARE COUNTY ADULTS IS EXTREMELY HIGH. MOST OF THE AWARENESS COMES VIA NEWSPAPERS AND MAILED-OUT LITERATURE.

Nearly 90% of all Delaware County adults have seen or heard announcements concerning local adult education programs. Awareness is significantly higher among those age 21 or older -- traditionally adults age 17-20 are more involved in more formal, career-oriented programs and thus have less of a need for an orientation toward "adult ed" classes.

Of those who mention one or more sources of information on adult education programs, nearly half (49%) mention newspapers. Literature sent via mail (40%) is the second most common source generating awareness, while television (10%) is a far distant third.

- Newspapers appear to be more effective in creating awareness among persons with a high school diploma or more education. Those with at least some college report mailed literature more frequently than those with a high school education or less.

- Newspapers are reported as a significantly bigger source or means-to-awareness among persons who are employed full time -- a prime market for adult education classes.

- Interestingly, the newspaper medium is somewhat more effective among persons who reside in sponsoring school districts, whereas television appears to reach more adults in non-sponsoring districts.

Awareness of Local Adult Education Programs

"Have you ever seen or heard any announcements about local adult education programs?" (Q. 22/B3. Omitted from A1, A2, B1, B2.)

	Educational Market Segments	Age				
	Don't know/Non-Credit	17-20	21-29	30-39	40-49	50+
Base:	412	36	97	102	77	97
No	13%	(31%)	16%	10%	12%	9%
Yes	87	(69)	84	90	88	91

"Do you remember where?" (Q. 23/B3. Omitted from A1, A2, B1, B2.)

	Educational Market Segments	Age				
	Don't know/Non-Credit	17-20	21-29	30-39	40-49	50+
Base:	358	25	82	92	68	88
Newspaper	49%	44%	42%	51%	56%	52%
Radio	5	4	6	6	3	6
Television	10	(20)	13	5	12	8
Literature through mail	40	(20)	42	42	44	40
Don't remember	4	8	5	2	6	4
No answer	4	12	6	4	2	3

(Multiple responses)

NEWSPAPERS ARE WHERE THE OVERWHELMING MAJORITY OF DELAWARE COUNTY ADULTS GET INFORMATION ON LOCAL MATTERS. WAY DOWN THE LIST COME TV NEWS AND CONVERSATIONS WITH FRIENDS.

This question was asked only of those adults in the county with somewhat or an uncertain level of interest in an educational course or program. Of these people, 74% obtain local information from newspapers, 18% from TV news, and 16% from conversations with friends.

It is somewhat surprising that TV news and conversations with friends contribute significantly less to dissemination of local matters than do newspapers and that radio and organizations contribute almost nothing.

How Information Is Obtained About Local Matters

"Where do you get most of your information about local matters?" (Q. 21/B3. Omitted from A1, A2, B1, B2.)

	Educational Market Segments	Education			
	Don't know/Non-Credit	Less than HS Grad	HS Grad	Some College	College Grad+
Base:	412	38	163	68	128
Conversations with friends	16%	(26%)	14%	18%	14%
Radio	7	5	7	4	9
TV news	18	21	18	21	16
Local newspapers	74	(55)	77	74	76
Organizations	4	5	2	10	1
No answer	1	--	--	2	--

(Multiple responses)

BROCHURES OR CATALOGS MAILED UPON REQUEST IS THE WIDELY PREFERRED MEANS FOR LEARNING ABOUT ADULT EDUCATION CLASSES.

When asked for a suggestion on the best way to disseminate information on adult education programs, 70% of Delaware County adults mentioned brochures/ literature mailed upon request. Newspapers (26%) was another means mentioned fairly frequently.

- Preference for mail brochures is higher (72%) among adults from sponsoring than from non-sponsoring (66%) school districts.

- More respondents 17-20 years old than from other age groups feel that counselors are appropriate for providing information on adult education programs.

Best Way for Dissemination of Information on Adult Education Programs

"How can local adult education programs best provide you with information about their courses?" (Q. 24/B3. Omitted from A1, A2, B1, B2.)

	Educational Market Segments	Age				
	Don't know/Non-Credit	17-20	21-29	30-39	40-49	50+
Base:	412	36	97	102	77	97
Newspapers	26%	19%	22%	24%	30%	30%
Radio or television	10%	14%	10%	11%	10%	9%
Mail brochure/catalog on request	70%	53%	74%	74%	70%	67%
Counselors	2%	11%	3%	1%	3%	--
Information on telephone	5%	8%	4%	6%	4%	3%
Other	2%	--	1%	1%	4%	1%
No answer	1%	6%	--	1%	--	--

(Multiple responses)

NEARLY TWO-THIRDS OF INTERESTED PROSPECTIVE STUDENTS HAVE NOT TAKEN ANY SPECIFIC ACTION TOWARD ENROLLING.

Of the 405 Delaware County adults our survey identified as being interested in more education but not currently attending any class, two-thirds (64%) report having taken no specific action to enroll in an educational course or program. A majority of those who have taken some action have merely inquired or sent for information as opposed to actually applying or having been accepted. In sum, there is a large number of interested, motivated adults in Delaware County who have not yet acted on their perceived educational needs. Some, of course, may be persons who do not know what specific actions they should take or where they should seek information.

- A larger proportion of men than women (42% versus 32%) have started to take some action toward enrolling.
- A slightly larger proportion of interested prospective students from non-sponsoring as opposed to sponsoring school districts (65% versus 62%) have not taken any specific action toward educational enrollment.
- More interested prospective students in the 17-20 age group (51%) have taken some specific actions toward enrolling than those in other age groups (32%).
- A larger proportion of interested prospective students who work part time (49%) have taken some action than those who do not work outside the home (31%) and those who work full time (35%).

There is a projectable base of 49,988 interested prospective adult students who live in Delaware County who have not yet acted upon their need or desire to obtain additional education.

Action Taken to Enroll

"What, if any, action have you taken to enroll in an educational program?" (Q. 3/B1. Omitted from A1, A2, B2, B3.)

	Educational Market Segments	Sex	
	Interested But Not attending	M	F
Base:	405	190	215
Been accepted, but not started	6%	6%	6%
Applied but not accepted	6	10	3
Getting information but haven't applied	18	19	18
Other	5	7	4
Haven't taken specific action	64	58	68
No answer	*	1	--

*Less than .5%.

MOST PROSPECTIVE ADULT STUDENTS HAVE NEVER ATTENDED DELAWARE COUNTY COMMUNITY COLLEGE.

Only 14% of prospective students in the "interested" educational segment and 10% of those in the "don't know/non-credit" segment have ever taken a course or program of study at DCCC.

Interestingly, of those county adults who have had some college experience but have not yet obtained a college degree, nearly one-fourth (24%) have taken one or more courses in the past at DCCC.

- Nearly three times as many respondents (14%) aged 21-29 had attended DCCC compared to those in the other age groups (5%).

Past Attendance at DCCC

"Have you ever taken a course or courses at DCCC?" (Q. 26/B1, Q. 11/B2, Q. 28/B3. Omitted from A1, A2.)

		Educational Market Segments			Education			
	Total	Interested But Not Attending	Not Interested	DK/Non-Credit	Less Than HS Grad	HS Grad	Some College	College Grad+
Base:	1,709	405	892	412	251	759	238	400
Yes	8%	14%	4%	10%	1%	4%	(24%)	6%
No	92	86	96	90	99	96	(76)	94
No answer	*	--	*	--	--	--	--	--

*Less than .5%.

VII.

ATTITUDES AND EXPERIENCES OF CURRENTLY ENROLLED STUDENTS

- Programs/Courses Currently Enrolled in and Where
- Further Educational Needs, Aspirations, and Plans
- Factors Which Influenced Current Enrollment

CURRENT COLLEGE STUDENTS FROM DELAWARE COUNTY SEEM MOTIVATED BY JUST THREE FACTORS, THE MOST COMMON ONE BEING TO IMPROVE ONE'S JOB, PAY, AND FUTURE.

The fulfillment of personal needs/interests (37%) and the act of "getting a degree" (26%) are mentioned by significant numbers of current Delaware County students, but more than half (53%) mention "to have a better job/pay/future" as the principal motivation for attending college. There are no differences in motivations between those students attending DCCC and those attending elsewhere. But there are several significant interactions.

- Those with less than a high school diploma and those studying at the graduate level express a higher need than other educational levels to "get a degree." Those who are high school graduates or who have some college appear to have more of a "better job/pay/future" orientation.

- Predictably, younger students (age 17-39) exhibit more of an orientation toward better job/pay/future, while those students age 40 or older are motivated more by personal needs/interests.

- Students from non-sponsoring districts seem motivated more by personal needs/interests than those from sponsoring districts (42% versus 34%). Conversely, those from sponsoring districts seem more motivated "to get a degree" than do those from non-sponsoring districts (28% versus 20%).

Reasons for Current Enrollment

"What are your reasons for taking the course or courses in which you are currently enrolled? (PROBE: Any others?)" (Q. 6/A1, Q. 2/A2. Omitted on B1, B2, B3.)

		Education				Age				
	Total*	Less than HS grad	HS Grad	Some College	College Grad+	17-20	21-29	30-39	40-49	50+
Base:	282	30	67	125	58	121	92	42	12	14
Orientation toward future/better job/pay	(53%)	23%	58%	59%	50%	50%	61%	52%	42%	43%
Orientation toward personal needs/interests	37	17	40	40	36	35	33	40	50	57
To get a degree	26	50	16	22	31	27	30	21	17	--

(Top mentions/Multiple responses)

*Educational Market Segments: Attending CCCC; Attending Elsewhere.

A HIGHER PROPORTION OF DCCC STUDENTS THAN THOSE ATTENDING ELSEWHERE REPORT THAT THE COURSES THEY ARE TAKING ARE RELATED TO THEIR PRESENT JOB.

Four in ten current DCCC students say that their courses or programs are related to their current job -- a trend which would tend to indicate that DCCC programs are effectively meeting the needs of county employers as well as county students.

- Two-thirds (66%) of students who have full time jobs report that their educational courses are related to their current jobs.
- A large proportion of persons who work just part time (58%) say that the courses they are taking are not related to their current job.

According to the survey data, there are 18,089 projectable adult students living in Delaware County whose current courses/programs are related to their current jobs. A projectable total of 3,887 current DCCC students report that their courses at DCCC are related to their current job.

Appropriateness of Courses to Current Job

"Is the course or courses for which you are currently enrolled related to your present job?" (Q. 10/A1, Q. 6/A2. Omitted from B1, B2, B3.)

		Educational Market Segments		Employment	
	Total	Attending DCCC	Attending Elsewhere	FT	PT
Base:	282	50	232	89	71
Related to job	33%	40%	32%	66%	31%
Somewhat related	4	4	3	6	7
Not related	38	38	38	27	58
Not employed	25	18	27	1	4

MOST CURRENT STUDENTS FROM DELAWARE COUNTY PLAN TO FINISH THE DEGREE OR PROGRAM THEY ARE ENROLLED IN.

More than three-quarters (79%) of Delaware County students plan to complete their degree. Of those who do not, some have plans to transfer into another program and many more are unsure of their specific educational goal. In sum few current students seem to lack motivation or an immediate, obtainable educational goal.

- A significantly lower percentage of students attending DCCC than attending elsewhere (64% versus 83%) have plans to complete the degree they are working toward, although 12% of DCCC students plan to transfer and 14% say they don't know what they will do.
- More men than women (86% versus 71%) plan to complete their degree.
- Those age 50 or older (14% compared with 83% of those under 50 years of age) and those who currently work full time (72%, compared with 83% of those who are either not working or work part time) seem less committed to finishing their degree program, although many full time workers may just be enrolled in a few remedial or personal interest courses.
- It also is worth noting that those who make $15,000 or more (74%) show far less desire to complete a degree than do those who make $10,000 - $14,999 (86%) or less than $10,000 (92%).

Plans to continue through to degree are projectable to a total of 6,220 current DCCC students.

Immediate Educational Plans

"Do you plan to continue through to your degree at DCCC?" (Q. 8/A1, Q. 4/A2. Omitted from B1, B2, B3.)

(If NO): "Do you plan to transfer?"

		Educational Market Segments		Sex	
	Total	Attend DCCC	Attend Elsewhere	M	F
Base:	282	50	232	160	122
Plan to complete degree	79%	64%	83%	86%	71%
Do not plan to complete degree	17	34	13	12	23
Intend to transfer	3%	12%	2%	2%	5%
Do not intend to transfer	7	8	6	5	9
Don't know/No answer	7	14	5	5	9
No answer	4	2	4	2	6

MANY CURRENT STUDENTS PLAN TO CONTINUE ON TOWARD A HIGHER DEGREE.

Four in ten of current students plan to continue on to work on a higher degree. This is particularly true of current DCCC students -- 58% plan to continue on toward a bachelor's degree. So DCCC is meeting an important county need by providing programs in the transfer area.

A sizable number of current students (29%) are somewhat uncertain whether they will continue on to a higher degree.

- More women (46%) than men (36%) plan to work toward a higher degree.
- More students from sponsoring than non-sponsoring districts (41% versus 34%) plan to work toward a higher degree.

A total of 17,683 Delaware County students, by projection, have definite plans to continue on to a higher degree.

Future Educational Plans

"After obtaining your (DCCC) degree, do you plan on any additional schooling?" (Q. 9/A1, Q. 5/A2. Omitted on B1, B2, B3.)

		Educational Market Segments		Sex	
	Total	Attend DCCC	Attend Elsewhere	M	F
Base:	228	36	192	139	89
Stop after this degree	18%	6%	21%	21%	15%
Go on for higher degree	40	58	36	36	46
Enroll in selected courses	6	--	7	6	4
Don't know	29	28	30	30	29
Other/No answer	7	8	6	7	6

CONVENIENT LOCATION IS THE SINGLE MOST IMPORTANT FACTOR WHICH INFLUENCES DELAWARE COUNTY RESIDENTS TO ATTEND DCCC.

Convenience in the form of accessible location has led 50% of current DCCC students to enroll. Low cost of enrollment (42%) is the second most important factor attracting current DCCC students to courses and programs at DCCC.

External advice from family members, friends, teachers and employers does not appear to influence Delaware County adults to enroll at DCCC.

- Those Delaware County students attending schools other than DCCC seem significantly more oriented toward academic reputation (25% versus 10%) and less oriented toward location and cost than DCCC students.

- Currently enrolled students who live in sponsoring as opposed to non-sponsoring districts consider academic reputation less important (19% versus 29%), but consider location (42% versus 38%) and cost (21% versus 12%) more important or influential.

A projectable 4,859 of current DCCC students appear to have been attracted to DCCC because of its accessible location. A projectable 4,082 of current DCCC students have been attracted because of low costs of enrollment at DCCC.

Factors Which Influenced Current Enrollment

"What factors influenced you most to attend (DCCC) (that institution)?" (Q. 7/A1, Q. 3/A2. Omitted from B1, B2, B3.)

		Educational Market Segments	
	Total	Attending DCCC	Attending Elsewhere
Base:	282	50	232
Advised by family/friend	12%	12%	12%
Advised by employer	4	2	4
Advised by teacher	6	2	6
Academic reputation	22	10	25
Cost	18	(42)	13
Location	41	(50)	39

(Top mentions/Multiple responses)

VIII.

DEMOGRAPHICS OF RESPONDENTS

- Employment/Occupation
- Income
- Age
- Household Characteristics
- Current Level of Education
- School District Resided In

Age of Respondents

"Would you please tell me how old you were on your last birthday?" (Q. 28/A1, Q. 24/A2, Q. 28/B1, Q. 13/B2, Q. 30/B3.)

		Educational Market Segments					Sex	
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit	M	F
Base:	1,991	50	232	405	892	412	1M	990
17 - 20 years	14%	28%	46%	20%	5%	9%	17%	11%
21 - 29	25	30	33	41	17	24	27	24
30 - 39	21	28	12	24	19	25	20	22
40 - 49	12	6	4	7	14	19	12	13
50 - 64	18	6	3	7	28	20	16	20
65 - older	8	2	1	1	16	4	8	8
Refused	1	--	*	1	2	1	1	1

*Less than .5%.

Sex of Respondents

"INTERVIEWER: RECORD SEX OF RESPONDENT." (Q. 38/A1, Q. 34/A2, Q. 37/B1, Q. 21/B2, Q. 39/B3.)

		Educational Market Segments				
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit
Base:	1,991	50	232	405	892	412
Male	50%	50%	58%	47%	52%	45%
Female	50	50	42	53	48	55

Education Level of Respondents

"What was the last grade you completed in school?" (Q. 29/A1, Q. 25/A2, Q. 25/B1, Q. 10/B2, Q. 27/B3.)

		Educational Market Segments					School District	
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit	Sponsoring	Non-Sponsoring
Base:	1,991	50	232	405	892	412	1,396	567
1st-8th grade	2%	--	--	1%	5%	1%	2%	3%
High school incomplete	12	2%	12%	15	12	8	10	15
High school complete	42	36	21	42	48	40	41	43
College incomplete	18	50	43	21	10	16	19	17
College complete	16	12	14	13	15	21	17	13
Graduate work	7	--	8	6	7	10	7	7
Other	3	--	1	3	4	4	3	2

Respondents' Household Size

"How many people -- children and adults -- are living in this household, including yourself?" (Q. 30/A1, Q. 26/A2, Q. 29/B1, Q. 14/B2, Q. 31/B3.)

		Educational Market Segments				
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit
Base:	1,991	50	232	405	892	412
One	11%	4%	9%	9%	13%	11%
Two	26	14	16	20	32	26
Three	19	26	19	20	18	19
Four	18	30	20	17	15	20
Five	13	14	18	17	10	11
Six or more	13	12	18	17	10	13

(Refused omitted)

Overall Employment Characteristics of Respondents

"Are you the chief wage earner in this household?" (Q. 34/A1, Q. 30/A2, Q. 33/B1, Q. 17/B2, Q. 35/B3.)

		Educational Market Segments				
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit
Base:	1,991	50	232	405	892	412
Respondent is HH's chief wage earner	42%	24%	24%	40%	47%	45%
Someone else in HH is chief wage earner	48	70	70	58	38	47
No wage earner in household	9	6	5	3	14	6
Two co-equal wage earners	*	--	--	--	--	1

(No answer omitted)

*Less than .5%.

Respondent/Family Annual Income

"Was your family income in 1976 less than $15,000 or was it $15,000 or more?" (Q. 37/A1, Q. 33/A2, Q. 36/B1, Q. 20/B2, Q. 38/B3.)

"Was this less than $10,000 or was it $10,000 or more?"

"Was this less than $20,000 or was it $20,000 or more?"

		Educational Market Segments				
	Total	Attending DCCC	Attending Elsewhere	Interested But not Attending	Not Interested	DK/Non-Credit
Base:	1,991	50	232	405	892	412
Less than $10,000	12%	8%	9%	13%	14%	8%
$10,000 - $14,999	19%	22%	16%	18%	18%	16%
$15,000 - $19,999	20%	20%	13%	23%	21%	18%
$20,000 or more	29%	34%	34%	28%	25%	37%
Refused	16%	16%	28%	18%	21%	21%

Occupations of Respondents Who Are Chief Wage Earners

"Could you please tell me what kind of work you do?" (Q. 32/A1, Q. 28/A2, Q. 31/B1, Q. 15/B2, Q. 33/B3.)

		Educational Market Segment					Sex	
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit	M	F
Base:	1,269	32	128	291	540	278	759	509
Clerical	22%	28%	24%	17%	24%	20%	9%	42%
Professional/ technical	22	12	25	25	17	26	21	22
Craftsmen	12	16	6	8	15	16	20	2
Managers/administrators	12	6	7	11	13	13	16	5
Service workers	11	19	9	14	10	8	8	15
Sales	9	9	14	11	7	8	9	9
Operatives	7	6	3	10	8	5	10	3
Laborers	2	3	3	3	2	2	3	*
No answer	3	--	8	2	3	2	3	2

*Less than .5%.

Occupation of Chief Wage Earners Where Respondent Is Not the Chief Wage Earner

"What kind of work does the chief wage earner do?" (Q. 35/A1, Q. 31/A2, Q. 34/B1, Q. 18/B2, Q. 36/B3.)

		Educational Market Segments				
	Total	Attending DCCC	Attending Elsewhere	Interested But Not Attending	Not Interested	DK/Non-Credit
Base:	969	35	163	233	341	197
Professional/technical	22%	29%	24%	24%	16%	24%
Craftsmen	19	17	8	18	24	20
Managers/administrators	16	11	22	16	12	17
Clerical	10	9	19	10	8	7
Sales	9	23	10	10	8	8
Operatives	9	11	2	11	11	8
Service workers	5	--	2	4	7	7
Laborers	2	--	3	2	3	2
Unemployed	1	--	--	1	1	--
Retired/disabled	3	--	--	1	5	3
No answer	5	--	9	3	6	6

APPENDIX

TIME STARTED: _____

TELEPHONE NUMBER: _____

RAC 4007
120177

DELAWARE COUNTY COMMUNITY COLLEGE

Educational Needs Screener

Hello, my name is _____ and I'm calling for Response Analysis Corporation in Princeton, New Jersey. As you may have read in the newspaper or heard on the radio, we're conducting a study of residents in Delaware County for Delaware County Community College. Research is our only interest. No one will try to sell you anything, now or ever, as a result of your participation in this survey.

I would like to speak to the youngest man/woman at home now who is 17 years of age or older.

ASK FOR A MALE FIRST, THEN TRY TO GET ANYONE 17 OR OLDER. IF NO ONE 17 OR OLDER IS HOME, ASK WHEN SUCH A PERSON IS EXPECTED BACK. MAKE TWO FOLLOW-UP PHONE CALLS TO TRY TO GET AN ELIGIBLE RESPONDENT.

REPEAT INTRODUCTORY PARAGRAPH WHEN YOU GET A CORRECT RESPONDENT ON THE PHONE.

1. Are you living in Delaware County?

1 YES
2 NO -- TERMINATE *106*

2. In what school district do you live?

1 CHESTER
2 CHICHESTER
3 GARNET VALLEY → ASK: _____Bethel
_____Chester Heights
_____Concord
4 HAVERFORD
5 INTERBORO
6 MARPLE-NEWTOWN
7 PENN-DELCO
8 RADNOR
9 RIDLEY
10 ROSE TREE MEDIA
11 SOUTHEAST DELCO
12 SPRINGFIELD
13 UPPER DARBY
14 WALLINGFORD - SWARTHMORE → ASK: _____Rutledge
_____Swarthmore
_____Nether Providence
_____Rose Valley
15 WEST CHESTER
16 WILLIAM PENN
17 OTHER: _____ *107-08*

3. Do you currently attend Delaware County Community College or any other educational or general interest programs?

1 YES -- ASK Q. 4
2 NO -- SKIP TO Q. 5 *109*

IF "YES" ON Q. 3, ASK:

4. What is the name of the school or program you are now attending?

1 DCCC -- GO TO FORM A1 (DARK GREEN)
2 OTHER (SPECIFY): _____ (GO TO FORM A2, LIGHT GREEN) *110*

5. Are you interested in taking credit courses or enrolling in a degree program of any sort sometime in the future?

1 YES -- GO TO FORM B1 (IVORY)
2 NO -- GO TO FORM B2 (BUFF)
3 DON'T KNOW -- GO TO FORM B3 (YELLOW) *111*

ASK IF "2" ON Q. 5:

5a. Would you be interested in taking non-credit or informal courses for enjoyment, skills development or personal development?

1 YES -- GO TO FORM B3
2 NO -- GO TO FORM B2
3 DON'T KNOW -- GO TO FORM B3 *112*

RAC 4007
120777

FORM A1 -- CURRENTLY ATTENDING DCCC

1. Are you working toward a certificate or degree?
   1 YES
   2 NO ---- SKIP TO Q. 3 *113*

IF "YES" ON Q. 1, ASK:

2. What is your major at DCCC?

114-115

IF "NO" ON Q. 1, ASK:

3. For what type of course or courses are you registered, that is, non-credit English, biology, etc.?

116-117

4. Have you been primarily a part-time or full-time student?
   1 PART-TIME
   2 FULL-TIME *118*

5. At what campus are the majority of your classes held?
   1 MARPLE (MAIN) CAMPUS
   2 UPPER DARBY HIGH SCHOOL
   3 DREXEL HILL JUNIOR HIGH SCHOOL
   4 RIDLEY HIGH SCHOOL
   5 OTHER (SPECIFY):_____ *119*

6. What are your reasons for taking the course or courses in which you are currently enrolled? (PROBE: Any others?)

120-121

7. What factors influenced you most to attend DCCC? (PROBE: Any other factors?) RESPONDENT MAY CHOOSE MORE THAN ONE.

   1 ADVISED BY FAMILY OR FRIEND
   2 ADVISED BY EMPLOYER OR BECAUSE OF SPECIFIC WORK RELATED PROGRAM
   3 ADVISED BY TEACHER, COUNSELOR, ETC.
   4 ACADEMIC REPUTATION OF SCHOOL
   5 COST OF ATTENDING THIS SCHOOL
   6 LOCATION
   7 ONLY PLACE WHERE I WAS ACCEPTED
   8 OTHER (SPECIFY):_____ *122*

8. Do you plan to continue through to your degree at DCCC?
   1 YES
   2 NO ---- Do you plan to transfer? *123*

   1 YES
   2 NO
   3 DON'T KNOW/NO ANSWER *124*

IF "YES" ON Q. 1, ASK:

9. After obtaining your DCCC degree, do you plan on any additional schooling?

1 PLAN TO STOP AFTER THIS DEGREE
2 PLAN TO GO ON FOR A HIGHER DEGREE
3 PLAN TO ENROLL IN SELECTED COURSES
4 DON'T KNOW
5 OTHER (SPECIFY):_____ *125*

10. Is the course or courses for which you are currently enrolled related to your present job?

1 YES
2 NO
3 NOT EMPLOYED
4 SOMEWHAT *126*

11. Besides the program in which you are currently enrolled, do you have an interest in any other type of educational program, that is, non-credit courses, special interest workshops, skills improvement courses, etc., now or in the future?

1 YES
2 NO -- SKIP TO Q. 20 *127*

12. What type of educational program or courses would be of greatest interest to you? READ LIST. RESPONDENT MAY CHOOSE MORE THAN ONE RESPONSE.

1 College transfer -- to obtain a bachelor's degree ---- ASK Q. 13
2 Career training -- to obtain a job or change careers ---- ASK Q. 14
3 Job skills training -- that is, courses to improve skills related to your job ---- ASK Q. 15
4 Informal activities for fun ---- ASK Q. 17 *128*
5 Educational and career counseling ---- ASK Q. 18
6 Courses to provide practical skills ---- ASK Q. 19
7 NONE OF THE ABOVE

COLLEGE TRANSFER

13. In what degree are you interested?

129

CAREER TRAINING

14. Which of the following areas would be of greatest interest to you? READ LIST.

1 Business and commerce
2 Data processing
3 Health services and paramedic technology
4 Mechanical and engineering *130*
5 Natural sciences
6 Public service
7 OTHER (SPECIFY):_____

14a. What specific job or occupation are you interested in?

131

JOB SKILLS

15. In the job skills area, some people seek to further develop themselves by taking courses in such things as office/bookkeeping skills, graphics skills, mathematics skills, etc. What type of program would best suit your need for job skills? READ LIST.

1 Office skills
2 Building trades/skills
3 Electronics
4 Landscape maintenance
5 Commercial and graphic arts
6 Sales skills
7 Lab/Science skills
8 Management/Personnel skills
9 Math/Accounting skills
X OTHER (SPECIFY):_____

132-133

IF ANSWERED Q. 15, ASK:

16. Do you have a specific program in mind?

134-135

INFORMAL ACTIVITIES

17. In what types of informal non-credit activities would you be interested? (READ LIST IF PROMPTING REQUIRED.)

1 WORKSHOPS OR TRAINING IN HOBBY SKILLS (SUCH AS PHOTOGRAPHY, WOODWORKING, ETC.)
2 CRAFTS INSTRUCTION (SUCH AS POTTERY, SEWING AND WEAVING, PAINTING)
3 PERFORMING ARTS (PLAYS, MUSICAL PERFORMANCES, AND EXHIBITS)
4 SPECIAL EVENTS (LECTURES, SPEECHES, DISCUSSION GROUPS)
5 RECREATIONAL SKILLS (GOLF, TENNIS, PHYSICAL CONDITIONING)
6 OTHER (SPECIFY):_____

136

EDUCATIONAL AND CAREER SKILLS

18. What types of educational and career counseling would you find helpful? Would that be career counseling in general, financial aid, job placement, seminars on how to find a job, or remedial education?

1 CAREER COUNSELING/INTEREST TESTING
2 FINANCIAL AID
3 JOB PLACEMENT
4 HOW TO FIND JOB SEMINARS
5 REMEDIAL EDUCATION
6 OTHER (SPECIFY):_____

137

PRACTICAL SKILLS

19. In what types of practical skills are you interested? READ IF NECESSARY.

1 COMMUNICATION SKILLS (READING, WRITING, COMPUTATION)
2 HOME SKILLS (BUDGETING, COOKING, CONSUMER EFFECTIVENESS)
3 CHILD REARING, FAMILY RELATIONS
4 MAINTENANCE (CAR, HOME, APPLIANCES)
5 PERSONAL FINANCE (INSURANCE, TAX, INVESTMENTS)
6 OTHER (SPECIFY):_____

138

20. What type of attendance would best suit your needs? READ ANSWER CATEGORIES.

1 Full time day
2 Full time evening
3 Part time day
4 Part time evening -- main campus
5 Part time evening -- other locations
6 Weekend

139

21. Delaware County Community College wants to make its courses and programs available to the largest number of people. But some people encounter difficulties or barriers to attending school. Among the adults that you know, what are some of the major reasons preventing them from enrolling in a class? (PROBE: Any other reasons?)

140-141

22. There is a lot of debate today on whether either going to school or practical job experience is most important to getting ahead -- that is, to getting a good job, being promoted, and receiving better pay. Which of the following statements best describes your own feelings on this issue? READ STATEMENTS.

1 Formal schooling and training is most important in obtaining a good job, job promotions, and better pay
2 Formal training and practical job experience are equally important *142*
3 Practical job experience is more important than formal schooling
4 Don't know

23. I'm going to read a list of factors which may cause persons to decide not to enroll in an adult education program. For each, please indicate whether that factor would be a big problem, a minor problem, or no problem at all. Let's start with "conflicting family responsibilities." Would that be a big problem, a minor problem, or no problem at all to someone deciding to enroll?

	BIG PROBLEM	MINOR PROBLEM	NO PROBLEM AT ALL	DON'T KNOW/DOES NOT APPLY	
a. Conflicting family responsibilities	1	2	3	4	*143*
b. Availability of transportation	1	2	3	4	
c. Availability of child care	1	2	3	4	*145*
d. Cost of tuition and materials	1	2	3	4	
e. Inconvenience of class hours	1	2	3	4	*147*
f. Not enough time to study	1	2	3	4	
g. Lack of career guidance	1	2	3	4	*149*
h. Reputation or prestige of school	1	2	3	4	
i. Special provisions for the handicapped	1	2	3	4	*151*

24. If you were to enroll in another program or take more three-credit courses at DCCC, would tuition costs be a problem?

1 NO ---- SKIP TO Q. 26
2 YES

152

IF "YES" ON Q. 24, ASK:

25. What is a reasonable tuition per course that you can afford?

1 $10 PER COURSE (3 CREDITS)
2 $25
3 $50
4 $100
5 $200 OR MORE

153

26. By what method are you most comfortable learning? READ LIST.

1 Lectures and classes
2 Short conferences and workshops
3 Correspondence courses
4 TV, radio, records, video or audio cassettes
5 Lessons from a private teacher
6 Discussion groups or informal study groups
7 On the job training
8 Studying on your own with no formal instruction
9 OTHER (SPECIFY): _____

154

27. Where would you like to attend classes if you could go anywhere you wanted to? START TO READ LIST IF PROMPTING REQUIRED.

1 PUBLIC HIGH SCHOOL, DAY OR EVENING
2 ON CAMPUS, DAY
3 ON CAMPUS, EVENING
4 VOCATIONAL OR TECHNICAL INSTITUTE
5 ON THE JOB TRAINING
6 RELIGIOUS INSTITUTION OR GROUP
7 YMCA OR YWCA
8 COMMUNITY CENTER OR CLUB
9 CORRESPONDENCE SCHOOL
10 GOVERNMENT AGENCY
11 LOCAL LIBRARY
12 IN-SERVICE PROGRAM
13 NO PREFERENCE
14 OTHER (SPECIFY): _____

155-156

Now, for background purposes and to make sure we've reached a cross-section of the population, we have a few more questions.

28. Would you please tell me how old you were on your last birthday.

1 17 TO 20
2 21 TO 29
3 30 TO 39
4 40 TO 49
5 50 TO 64
6 65 OR OLDER
7 REFUSED

157

29. What was the last grade you completed in school?

1 NO SCHOOLING
2 FIRST TO EIGHTH GRADE
3 HIGH SCHOOL INCOMPLETE
4 HIGH SCHOOL COMPLETE
5 COLLEGE INCOMPLETE
6 COLLEGE COMPLETE
7 GRADUATE WORK
8 DON'T KNOW/NO ANSWER
9 OTHER (SPECIFY): _____

158

30. How many people -- children and adults -- are living in this household, including yourself?

1 JUST RESPONDENT
2 TWO
3 THREE
4 FOUR
5 FIVE
6 SIX OR MORE
7 REFUSED

159

31. Are you employed outside the home at the present time, either full time or part time?

1 YES, FULL TIME
2 YES, PART TIME
3 NO
4 REFUSED

160

IF RESPONDENT IS EMPLOYED EITHER FULL TIME OR PART TIME, ASK:

32. Could you please tell me what kind of work you do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

161

33. Approximately how many hours a week do you work?

1 LESS THAN 10
2 10 TO 20
3 21 TO 30
4 31 TO 40
5 MORE THAN 40
6 REFUSED
7 OTHER (SPECIFY): _____

162

34. Are you the chief wage earner in this household?

1 YES---- SKIP TO Q. 37
2 NO---- ASK Qs. 35 AND 36
3 NO WAGE EARNER IN THIS HOUSEHOLD ---- SKIP TO Q. 37

163

IF SOMEONE OTHER THAN RESPONDENT IS CHIEF WAGE EARNER, ASK:

35. What kind of work does the chief wage earner do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

164

36. Approximately how many hours a week does the chief wage earner work?

1 LESS THAN 10
2 10 TO 20
3 21 TO 30
4 31 TO 40
5 MORE THAN 40
6 REFUSED
7 OTHER (SPECIFY): _____

165

37. We would like to look at results by broad income groups. Was your family income in 1976 less than $15,000 or was it $15,000 or more?

1 LESS THAN $15,000 ---- SKIP TO Q. 37a
2 $15,000 OR MORE ---- SKIP TO Q. 37b
3 REFUSED ---- SKIP TO Q. 38
4 DON'T KNOW ---- SKIP TO Q. 38

166

37a. Was this less than $10,000 or was it $10,000 or more?

1 LESS THAN $10,000
2 MORE THAN $10,000
3 REFUSED ---- SKIP TO Q. 38
4 DON'T KNOW ---- SKIP TO Q. 38

167

37b. Was this less than $20,000 or was it $20,000 or more?

1 LESS THAN $20,000
2 MORE THAN $20,000
3 REFUSED ---- SKIP TO Q. 38
4 DON'T KNOW ---- SKIP TO Q. 38

168

38. INTERVIEWER: RECORD SEX OF RESPONDENT.

1 MALE
2 FEMALE

169

ASK EVERYONE

39. From time to time, the office calls the people we interview to make sure we're handling our work properly. May I have your name in case they want to check with you?

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

DATE OF INTERVIEW: _____

TIME FINISHED: _____

INTERVIEWER: _____

NUMBER OF MINUTES: _____

170-171

180-1

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FORM A2 -- NOT ATTENDING DCCC BUT ANOTHER POST-SECONDARY INSTITUTION

1. What type of program is that? (FOR CLARIFICATION: non-credit, degree, skill improvement?)

119

2. What are your reasons for taking the course or courses in which you are currently enrolled? (PROBE: Any others?)

120-121

3. What factors influenced you most to attend that institution? (PROBE: Any other factors?) RESPONDENT MAY CHOOSE MORE THAN ONE. DO NOT READ LIST.

1 ADVISED BY FAMILY OR FRIEND
2 ADVISED BY EMPLOYER OR BECAUSE OF SPECIFIC WORK RELATED PROGRAM
3 ADVISED BY TEACHER, COUNSELOR, ETC.
4 ACADEMIC REPUTATION OF SCHOOL *122*
5 COST OF ATTENDING THIS SCHOOL
6 LOCATION
7 ONLY PLACE WHERE I WAS ACCEPTED
8 OTHER (SPECIFY): _____

4. Do you plan to continue through to your degree?
1 YES
2 NO ⟶ Do you plan to transfer? *123*
1 YES
2 NO *124*
3 DON'T KNOW/NO ANSWER

IF "YES" ON Q. 4, ASK:

5. After obtaining your degree, do you plan on any additional schooling?

1 PLAN TO STOP AFTER THIS DEGREE
2 PLAN TO GO ON FOR A HIGHER DEGREE
3 PLAN TO ENROLL IN SELECTED COURSES *125*
4 DON'T KNOW
5 OTHER (SPECIFY): _____

6. Is the course or courses for which you are currently enrolled related to your present job?
1 YES
2 NO *126*
3 NOT EMPLOYED
4 SOMEWHAT

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7. Besides the program in which you are currently enrolled, do you have an interest in any other type of educational program, that is, non-credit courses, special interest workshops, skillsimprovement courses, etc., now or in the future?

1 YES
2 NO ⟶ SKIP to Q. 16

127

8. What type of educational program or courses would be of greatest interest to you? READ LIST. RESPONDENT MAY CHOOSE MORE THAN ONE RESPONSE.

1 College transfer -- to obtain a bachelor's degree ⟶ ASK Q. 9
2 Career training -- to obtain a job or change careers ⟶ ASK Q. 10
3 Job skills training -- that is, courses to improve skills related to your job ⟶ ASK Q. 11
4 Informal activities for fun ⟶ ASK Q. 13
5 Educational and career counseling ⟶ ASK Q. 14
6 Courses to provide practical skills ⟶ ASK Q. 15
7 NONE OF THE ABOVE

128

COLLEGE TRANSFER

9. In what degree are you interested?

129

CAREER TRAINING

10. Which of the following areas would be of greatest interest to you? READ LIST.

1 Business and commerce
2 Data processing
3 Health services and paramedic technology
4 Mechanical and engineering
5 Natural sciences
6 Public service
7 OTHER (SPECIFY):_____

130

10a. What specific job or occupation are you interested in?

131

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JOB SKILLS

11. In the job skills area, some people seek to further develop themselves by taking courses in such things as office/bookkeeping skills, graphics skills, mathematics skills, etc. What type of program would best suit your need for job skills? READ LIST.

1 Office skills
2 Building trades/skills
3 Electronics
4 Landscape maintenance
5 Commercial and graphic arts *132-133*
6 Sales skills
7 Lab/Science skills
8 Management/Personnel skills
9 Math/Accounting skills
X OTHER (SPECIFY):_____

IF ANSWERED Q. 11, ASK:

12. Do you have a specific program in mind?

134-135

INFORMAL ACTIVITIES

13. In what types of informal non-credit activities would you be interested? (READ LIST IF PROMPTING REQUIRED.)

1 WORKSHOPS OR TRAINING IN HOBBY SKILLS (SUCH AS PHOTOGRAPHY, WOODWORKING, ETC.)
2 CRAFTS INSTRUCTION (SUCH AS POTTERY, SEWING AND WEAVING, PAINTING)
3 PERFORMING ARTS (PLAYS, MUSICAL PERFORMANCES, AND EXHIBITS) *136*
4 SPECIAL EVENTS (LECTURES, SPEECHES, DISCUSSION GROUPS)
5 RECREATIONAL SKILLS (GOLF, TENNIS, PHYSICAL CONDITIONING)
6 OTHER (SPECIFY):_____

EDUCATIONAL AND CAREER SKILLS

14. What types of educational and career counseling would you find helpful? Would that be career counseling in general, financial aid, job placement, seminars on how to find a job, or remedial education?

1 CAREER COUNSELING/INTEREST TESTING
2 FINANCIAL AID
3 JOB PLACEMENT *137*
4 HOW TO FIND JOB SEMINARS
5 REMEDIAL EDUCATION
6 OTHER (SPECIFY):_____

PRACTICAL SKILLS

15. In what types of practical skills are you interested? READ IF NECESSARY.

1 COMMUNICATION SKILLS (READING, WRITING, COMPUTATION)
2 HOME SKILLS (BUDGETING, COOKING, CONSUMER EFFECTIVENESS)
3 CHILD REARING, FAMILY RELATIONS *138*
4 MAINTENANCE (CAR, HOME, APPLIANCES)
5 PERSONAL FINANCE (INSURANCE, TAX, INVESTMENTS)
6 OTHER (SPECIFY):_____

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16. What type of attendance would best suit your needs? READ ANSWER CATEGORIES.

1 Full time day
2 Full time evening
3 Part time day
4 Part time evening -- main campus
5 Part time evening -- other locations
6 Weekend

139

17. Delaware County Community College wants to make its courses and programs available to the largest number of people. But some people encounter difficulties or barriers to attending school. Among the adults that you know, what are some of the major reasons preventing them from enrolling in a class? (PROBE: Any other reasons?)

140-141

18. There is a lot of debate today on whether either going to school or practical job experience is most important to getting ahead -- that is, to getting a good job, being promoted, and receiving better pay. Which of the following statements best describes your own feelings on this issue? READ STATEMENTS.

1 Formal schooling and training is most important in obtaining a good job, job promotions, and better pay
2 Formal training and practical job experience are equally important *142*
3 Practical job experience is more important than formal schooling
4 Don't know

19. I'm going to read a list of factors which may cause persons to decide not to enroll in an adult education program. For each, please indicate whether that factor would be a big problem, a minor problem, or no problem at all. Let's start with "conflicting family responsibilities." Would that be a big problem, a minor problem, or no problem at all to someone deciding to enroll?

		BIG PROBLEM	MINOR PROBLEM	NO PROBLEM AT ALL	DON'T KNOW/DOES NOT APPLY	
a.	Conflicting family responsibilities	1	2	3	4	*143*
b.	Availability of transportation	1	2	3	4	
c.	Availability of child care	1	2	3	4	*145*
d.	Cost of tuition and materials	1	2	3	4	
e.	Inconvenience of class hours	1	2	3	4	*147*
f.	Not enough time to study	1	2	3	4	
g.	Lack of career guidance	1	2	3	4	*149*
h.	Reputation or prestige of school	1	2	3	4	
i.	Special provisions for the handicapped	1	2	3	4	*151*

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20. If you were to enroll in another program or talk more three-credit courses, would tuition costs be a problem?

1 NO ⟶ SKIP TO Q. 22
2 YES

152

IF "YES" ON Q. 20, ASK:

21. What is a reasonable tuition per course that you can afford? READ IF PROMPTING REQUIRED.

1 $10 PER COURSE (3 CREDITS)
2 $25
3 $50
4 $100
5 $200 OR MORE

153

22. By what method are you most comfortable learning? READ LIST.

1 Lectures and classes
2 Short conferences and workshops
3 Correspondence courses
4 TV, radio, records, video or audio cassettes
5 Lessons from a private teacher
6 Discussion groups or informal study groups
7 On the job training
8 Studying on your own with no formal instruction
9 OTHER (SPECIFY): _____

154

23. Where would you like to attend classes if you could go anywhere you wanted to? START TO READ LIST IF PROMPTING REQUIRED.

1 PUBLIC HIGH SCHOOL, DAY OR EVENING
2 ON CAMPUS, DAY
3 ON CAMPUS, EVENING
4 VOCATIONAL OR TECHNICAL INSTITUTE
5 ON THE JOB TRAINING
6 RELIGIOUS INSTITUTION OR GROUP
7 YMCA OR YWCA
8 COMMUNITY CENTER OR CLUB
9 CORRESPONDENCE SCHOOL
10 GOVERNMENT AGENCY
11 LOCAL LIBRARY
12 IN-SERVICE PROGRAM
13 NO PREFERENCE
14 OTHER (SPECIFY): _____

155-156

Now, for background purposes and to make sure we've reached a cross-section of the population, we have a few more questions.

24. Would you please tell me how old you were on your last birthday?

1 17 TO 20
2 21 TO 29
3 30 TO 39
4 40 TO 49
5 50 TO 64
6 65 OR OLDER
7 REFUSED

157

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25. What was the last grade you completed in school?

1 NO SCHOOLING
2 FIRST TO EIGHTH GRADE
3 HIGH SCHOOL INCOMPLETE
4 HIGH SCHOOL COMPLETE
5 COLLEGE INCOMPLETE
6 COLLEGE COMPLETE
7 GRADUATE WORK
8 DON'T KNOW/NO ANSWER
9 OTHER (SPECIFY): _____

158

26. How many people -- children and adults -- are living in this household, including yourself?

1 JUST RESPONDENT
2 TWO
3 THREE
4 FOUR
5 FIVE
6 SIX OR MORE
7 REFUSED

159

27. Are you employed at the outside the home at the present time, either full time or part time?

1 YES, FULL TIME
2 YES, PART TIME
3 NO
4 REFUSED

160

IF RESPONDENT IS EMPLOYED EITHER FULL TIME OR PART TIME, ASK:

28. Could you please tell me what kind of work you do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

161

29. Approximately how many hours a week do you work?

1 LESS THAN 10
2 10 TO 20
3 21 TO 30
4 31 TO 40
5 MORE THAN 40
6 REFUSED
7 OTHER (SPECIFY): _____

162

30. Are you the chief wage earner in this household?

1 YES → SKIP TO Q. 33
2 NO → ASK Q.'s 31 AND 32
3 NO WAGE EARNER IN THIS HOUSEHOLD → SKIP TO Q. 33

163

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IF SOMEONE OTHER THAN RESPONDENT IS CHEIF WAGE EARNER, ASK:

31. What kind of work does the chief wage earner do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

164

32. Approximately how many hours a week does the chief wage earner work?

1 LESS THAN 10
2 10 TO 20
3 21 TO 30
4 31 TO 40
5 MORE THAN 40
6 REFUSED
7 OTHER (SPECIFY): _____

165

33. We would like to look at results by broad income groups. Was your family income in 1976 less than $15,000 or was it $15,000 or more?

1 LESS THAN $15,000 → SKIP TO Q. 33a
2 $15,000 OR MORE → SKIP TO Q. 33b
3 REFUSED → SKIP TO Q. 34
4 DON'T KNOW → SKIP TO Q. 34

166

33a. Was this less than $10,000 or was it $10,000 or more?

1 LESS THAN $10,000
2 MORE THAN $10,000
3 REFUSED → SKIP TO Q. 34
4 DON'T KNOW → SKIP TO Q. 34

167

33b. Was this less than $20,000 or was it $20,000 or more?

1 LESS THAN $20,000
2 MORE THAN $20,000
3 REFUSED → SKIP TO Q. 34
4 DON'T KNOW → SKIP TO Q. 34

168

34. INTERVIEWER: RECORD SEX OF RESPONDENT

1 MALE
2 FEMALE

169

ASK EVERYONE

35. From time to time, the office calls the people we interview to make sure we're handling our work properly. May I have your name in case they want to check with you?

NAME: _____

ADDRESS: _____

CITY: _____ ZIP CODE: _____

8

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DATE OF INTERVIEW: _____

TIME FINISHED: _____

NO. OF MINUTES: _____ 170-171

INTERVIEWER: _____

180-1

FORM B1 -- THOSE WHO ARE NOT ATTENDING BUT ARE INTERESTED

1. What type of courses or educational program would you be most interested in pursuing, not necessarily at Delaware County Community College, but anywhere?

117-118

2. What are the major reasons for your interest? (PROBE: How will it benefit you the most?)

119-120

3. What, if any, action have you taken to enroll in an educational program?

1 HAVE BEEN ACCEPTED, BUT NOT STARTED YET
2 HAVE APPLIED, BUT NOT YET ACCEPTED
3 AM GETTING INFORMATION FROM SCHOOLS, BUT NOT YET APPLIED
4 OTHER (SPECIFY): _____
5 HAVEN'T TAKEN SPECIFIC ACTION YET -- SKIP TO Q. 4

121

IF "1," "2," "3," OR "4" ON Q. 3, ASK:

3a. What school or schools would that be?

122

4. If you were seeking information on educational programs, would you . . .

	YES	NO	DON'T KNOW	
a. Go to a public school counselor for guidance and help	1	2	3	123
b. Ask friends, neighbors and relatives for information	1	2	3	
c. Ask your employer	1	2	3	125
d. Ask someone at an employment office	1	2	3	
e. Go to a college admissions counselor	1	2	3	127
f. Send away for college catalogues or brochures	1	2	3	
g. Make a personal visit to a college	1	2	3	129

5. Would further education be important for your present or planned occupation?

1 NO
2 DON'T KNOW
3 SOME IMPORTANCE
4 VERY HELPFUL
5 REQUIRED

130

6. Do you possess any skills that you feel are not being used in your present position? (READ LIST IF PROMPTING REQUIRED.)

1 Office skills
2 Building trade skills
3 Electronics
4 Landscape maintenance
5 Commercial and graphic art
6 Sales skills
7 Lab/science skills
8 Management/personnel
9 Math/accounting
X OTHER (SPECIFY): _____

133-134

7. What type of educational program or courses would be of greatest interest to you? (READ LIST. RESPONDENT MAY CHOOSE MORE THAN ONE RESPONSE.)

1 College Transfer -- to obtain a bachelor's degree → ASK Q. 8
2 Career Training -- to obtain a job or change careers → ASK Q. 9
3 Job Skills Training -- that is, courses to improve skills related to your job → ASK Q. 10
4 Informal Activities for Fun → ASK Q. 12
5 Educational and Career Counseling → ASK Q. 13
6 Courses to Provide Practical Skills → ASK Q. 14
7 NONE OF THE ABOVE -- SKIP TO Q. 16

135

COLLEGE TRANSFER

8. In what degree area are you interested?

136

CAREER TRAINING

9. Which of the following areas would be of greatest interest to you? READ LIST.

1 Business and commerce
2 Data processing
3 Health services and paramedic technology
4 Mechanical and engineering
5 Natural sciences
6 Public service
X OTHER (SPECIFY): _____

137

9a. What specific job or occupation are you interested in?

138

JOB SKILLS

10. In the job skills area, some people seek to further develop themselves by taking courses in such things as office/bookkeeping skills, graphics skills, mathematics skills, etc. What type of program would best suit your need for job skills? READ LIST.

1 Office skills
2 Building trades/skills
3 Electronics
4 Landscape maintenance
5 Commercial and graphic arts
6 Sales skills
7 Lab/Science skills
8 Management/Personnel skills
9 Math/Accounting skills
X OTHER (SPECIFY): _____

139-140

IF ANSWERED Q. 10, ASK:

11. Do you have a specific program in mind?

141-142

INFORMAL ACTIVITIES

12. What types of informal non-credit activities would you be interested? (READ LIST IF PROMPTING REQUIRED.)

1 Workshops or training in hobby skills (such as photography, wood-working, etc.)
2 Crafts instruction (such as pottery, sewing and weaving, painting)
3 Performing arts (plays, musical performances, and exhibits)
4 Special events (lectures, speeches, discussion groups)
5 Recreational skills (golf, tennis, physical conditioning)
X OTHER (SPECIFY): _____

143

4

EDUCATIONAL AND CAREER SKILLS

13. What types of educational and career counseling would you find helpful? Would that be career counseling in general, financial aid, job placement, seminars on how to find a job, or remedial education?

1 CAREER COUNSELING/INTEREST TESTING
2 FINANCIAL AID
3 JOB PLACEMENT
4 HOW TO FIND JOB SEMINARS
5 REMEDIAL EDUCATION
X OTHER (SPECIFY): _____

144

PRACTICAL SKILLS

14. Now, in what types of practical skills are you interested? By practical skills we mean such things as writing, budgeting, home and auto maintenance. (READ IF NECESSARY.)

1 Communication skills (reading, writing, computation)
2 Home skills (budgeting, cooking, consumer effectiveness)
3 Child rearing, family relations
4 Maintenance (car, home, appliances)
5 Personal finance (insurance, tax, investments)
X OTHER (SPECIFY): _____

145

IF RESPONDENT WAS NOT ASKED Q. 12, ASK:

Now we'd like to ask you about your interest in more formal classes that people take just to develop personal skills for fun.

15. In what types of informal non-credit activities would you be interested? (READ LIST IF PROMPTING REQUIRED.)

146

1 Workshops or training in hobby skills (such as photography, woodworking, etc.)
2 Crafts instruction (such as pottery, sewing and weaving, painting)
3 Performing arts (plays, musical performance, and exhibits)
4 Special events (lectures, speeches, discussion groups)
5 Recreational skills (golf, tennis, physical conditioning)
X OTHER (SPECIFY): _____

16. What type of attendance would best suit your needs? (READ ANSWER CATEGORIES.)

1 Full time, day
2 Full time, evening
3 Part time, day
4 Part time, evening
5 Weekend
X OTHER (SPECIFY): _____

147

17. Where would you like to attend classes if you could go anywhere you wanted to? (START TO READ LIST IF PROMPTING REQUIRED.)

1 Public high school, day or evening
2 On campus, day
3 On campus, evening
4 Vocational or technical institute
5 On the job training
6 Religious institution or group
7 YMCA or YWCA
8 Community center or club
9 Correspondence school
10 Government agency
11 Local library
12 In-service program
13 No preference
X OTHER (SPECIFY): _____

148-149

18. By what method are you most comfortable learning? (READ LIST.)

1 Lectures and classes
2 Short conferences and workshops
3 Correspondence courses
4 TV, radio, records, video or audio cassettes
5 Lessons from a private teacher
6 Discussion groups or informal study groups
7 On the job training
8 Studying on your own with formal instruction
X OTHER (SPECIFY): _____

150

19. Delaware County Community College wants to make its courses and programs available to the largest number of people. But some people encounter difficulties or barriers to attending school. Among the adults that you know, what are some of the major reasons preventing them from enrolling in a class? (PROBE: Any other reasons?)

151-152

20. There is a lot of debate today on whether either going to school or practical job experience is most important to getting ahead -- that is, to getting a good job, being promoted, and receiving better pay. Which of the following statements best describes your own feelings on this issue?

1 FORMAL SCHOOLING AND TRAINING IS MOST IMPORTANT IN OBTAINING A GOOD JOB, JOB PROMOTIONS, AND BETTER PAY
2 FORMAL TRAINING AND PRACTICAL JOB EXPERIENCE ARE EQUALLY IMPORTANT
3 PRACTICAL JOB EXPERIENCE IS MORE IMPORTANT THAN FORMAL SCHOOLING
4 DON'T KNOW

153

21. I'm going to read a list of factors which may cause persons to decide not to enroll in an educational program. For each, please indicate whether that factor would be a big problem, a minor problem, or no problem at all. Let's start with "conflicting family responsibilities." Would that be a big problem, a minor problem, or no problem at all to someone deciding to enroll?

	BIG PROBLEM	MINOR PROBLEM	NO PROBLEM AT ALL	DOESN'T APPLY/ DON'T KNOW	
a. Conflicting family responsibilities	1	2	3	4	*154*
b. Availability of transportation	1	2	3	4	
c. Availability of child care	1	2	3	4	*156*
d. Cost of tuition and materials	1	2	3	4	
e. Inconvenience of class hours	1	2	3	4	*158*
f. Not enough time to study	1	2	3	4	
g. Lack of career guidance	1	2	3	4	*160*
h. Reputation or prestige of school	1	2	3	4	
i. Special provisions for the handicapped	1	2	3	4	*162*

22. If you were considering enrolling in an educational program, would tuition costs be a problem?

1 NO ⟶ SKIP TO Q. 24
2 YES

163

IF "YES" ON Q. 22, ASK:

23. What is a reasonable tuition per course that you can afford? (READ IF NECESSARY.)

1 $10 PER COURSE (3 CREDITS)
2 $25
3 $50
4 $100 *164*
5 $200 OR MORE *180-1*

24. If you decide to start school, when would you start?

1 LESS THAN 6 MONTHS
2 6-12 MONTHS
3 OVER A YEAR
4 WHENEVER THAT PROGRAM BECOMES AVAILABLE
X OTHER (SPECIFY): _____

_____

216

Now, for background purposes and to make sure we've reached a cross-section of the population we have a few more questions.

25. What was the last grade you completed in school?

1 NO SCHOOLING
2 FIRST TO EIGHTH GRADE
3 HIGH SCHOOL INCOMPLETE
4 HIGH SCHOOL COMPLETE
5 COLLEGE INCOMPLETE
6 COLLEGE COMPLETE *217*
7 GRADUATE WORK
8 DON'T KNOW/NO ANSWER
X OTHER (SPECIFY): _____

_____

26. Have you ever taken a course or courses at DCCC?

1 YES
2 NO -- SKIP TO Q. 28 *218*

IF "YES" ON Q. 26, ASK:

27. What was the main reason for your not continuing at DCCC?

1 GRADUATED
2 TRANSFERRED
3 LOST INTEREST
4 MONEY *219*
5 LACK OF TIME
6 ONLY INTERESTED IN SELECTED COURSES
X OTHER (SPECIFY): _____

_____

28. Would you please tell me how old you were on your last birthday?

1 17-20
2 21-29
3 30-39
4 40-49 *220*
5 50-64
6 65 OR OLDER
7 REFUSED

29. How many people -- children and adults -- are there living in this household, including yourself?

1 JUST RESPONDENT
2 TWO
3 THREE
4 FOUR
5 FIVE *221*
6 SIX OR MORE
7 REFUSED

30. Are you employed outside the home at the present time, either full time or part time?

1 YES, FULL TIME
2 YES, PART TIME
3 NO *222*
4 REFUSED

IF RESPONDENT IS EMPLOYED EITHER FULL TIME OR PART TIME, ASK:

31. Could you please tell me what kind of work you do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

223

32. Approximately how many hours a week do you work?

1 LESS THAN 10
2 10-20
3 21-30
4 31-40
5 MORE THAN 40
6 REFUSED
X OTHER (SPECIFY): _____

224

33. Are you the chief wage earner in this household?

1 YES → SKIP TO Q. 36
2 NO → ASK Q's. 34 AND 35
3 NO WAGE EARNER IN THIS HOUSEHOLD → SKIP TO Q. 36

225

IF SOMEONE OTHER THAN RESPONDENT IS CHIEF WAGE EARNER, ASK:

34. What kind of work does the chief wage earner do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

226

35. Approximately how many hours a week does the chief wage earner work?

1 LESS THAN 10
2 10-20
3 21-30
4 31-40
5 MORE THAN 40
6 REFUSED
X OTHER (SPECIFY): _____

227

36. We would like to look at results by broad income groups. Was your family income in 1976 less than $15,000 or was it $15,000 or more?

1 LESS THAN $15,000 → SKIP TO Q. 36a
2 $15,000 OR MORE → SKIP TO Q. 36b
3 REFUSED → SKIP TO Q. 37
4 DON'T KNOW → SKIP TO Q. 38

228

36a. Was this less than $10,000 or was it $10,000 or more?

1 LESS THAN $10,000
2 MORE THAN $10,000
3 REFUSED → SKIP TO Q. 37
4 DON'T KNOW → SKIP TO Q. 37

229

36b. Was this less than $20,000 or was it $20,000 or more?

1 LESS THAN $20,000
2 MORE THAN $20,000
3 REFUSED → GO TO Q. 37
4 DON'T KNOW → GO TO Q. 37

230

37. INTERVIEWER: RECORD SEX OF RESPONDENT:

1 MALE
2 FEMALE

231

ASK EVERYONE

38. From time to time, the office calls the people we interview to make sure we're handling our work properly. May I have your name in case they want to check with you?

NAME: _____

ADDRESS: _____

CITY: _____ ZIP CODE: _____

232-233

DATE OF INTERVIEW: _____

TIME FINISHED: _____

280-2

OF MINUTES: _____

INTERVIEWER: _____

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FORM B2: NOT ATTENDING AND NOT INTERESTED

1. Why not? What are the major reasons you don't see yourself taking courses at any time in the future? (PROBE: Any other reasons?)

113-114

2. Are you employed outside the home at the present time, either full time or part time?

1 YES, FULL TIME
2 YES, PART TIME
} BE SURE TO ASK Q's. 15-16
3 NO
4 REFUSED

115

3. Do you possess any skills that you feel are not being used in your present position? READ LIST IF PROMPTING REQUIRED.

1 Office skills
2 Building trade/skills
3 Electronics
4 Landscape maintenance
5 Commercial and graphic arts
6 Sales skills
7 Lab/science skills
8 Management/personnel
9 Math/accounting
X OTHER (SPECIFY):

116-117

_____

4. Would further education be important for your present or planned occupation?

1 NO
2 DON'T KNOW
3 SOME IMPORTANCE
4 VERY HELPFUL
5 REQUIRED

130

5. Would you enroll in a course for work if you were given time off the job with pay to attend?

1 DEFINITELY YES
2 PROBABLY YES
3 MAYBE
4 PROBABLY NOT
5 DEFINITELY NOT

131

6. Would you enroll in a series of courses that when completed, would give you a good chance of earning more money or of being promoted?

1 DEFINITELY YES
2 PROBABLY YES
3 MAYBE
4 PROBABLY NOT
5 DEFINITELY NOT

132

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7. Delaware County Community College wants to make its courses and programs available to the largest number of people. But some people encounter difficulties or barriers to attending school. Among the adults that you know, what are some of the major reasons preventing them from enrolling in a class? (PROBE: Any other reasons?)

151-152

8. There is a lot of debate today on whether either going to school or practical job experience is most important to getting ahead -- that is, to getting a good job, being promoted, and receiving better pay. Which of the following statements best describes your own feelings on this issue?

1 FORMAL SCHOOLING AND TRAINING IS MOST IMPORTANT IN OBTAINING A GOOD JOB, JOB PROMOTIONS, AND BETTER PAY

2 FORMAL TRAINING AND PRACTICAL JOB EXPERIENCE ARE EQUALLY IMPORTANT

3 PRACTICAL JOB EXPERIENCE IS MORE IMPORTANT THAN FORMAL SCHOOLING

4 DON'T KNOW

153

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9. I'm going to read a list of factors which may cause persons to decide not to enroll in an educational program. For each, please indicate whether that factor would be a big problem, a minor problem, or no problem at all. Let's start with "conflicting family responsibilities." Would that be a big problem, a minor problem, or no problem at all to someone deciding to enroll?

		BIG PROBLEM	MINOR PROBLEM	NO PROBLEM AT ALL	DON'T KNOW/DOES NOT APPLY	
a.	Conflicting family responsibilities	1	2	3	4	*154*
b.	Availability of transportation	1	2	3	4	
c.	Availability of child care	1	2	3	4	*156*
d.	Cost of tuition and materials	1	2	3	4	
e.	Inconvenience of class hours	1	2	3	4	*158*
f.	Not enough time to study	1	2	3	4	
g.	Lack of career guidance	1	2	3	4	*160*
h.	Reputation or prestige of school	1	2	3	4	
i.	Special provisions for the handicapped	1	2	3	4	*162*

Now, for background purposes and to make sure we've reached a cross-section of the population, we have a few more questions.

180-1

10. What was the last grade you completed in school?

1 NO SCHOOLING
2 FIRST TO EIGHTH GRADE
3 HIGH SCHOOL INCOMPLETE
4 HIGH SCHOOL COMPLETE
5 COLLEGE INCOMPLETE
6 COLLEGE COMPLETE
7 GRADUATE WORK
X OTHER (SPECIFY):_____

217

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11. Have you ever taken a course or courses at DCCC?

1 YES
2 NO -- SKIP TO Q. 13 *218*

IF "YES" ON Q. 11, ASK:

12. What was the main reason for your not continuing at DCCC?

1 GRADUATED
2 TRANSFERRED
3 LOST INTEREST
4 MONEY *219*
5 LACK OF TIME
6 ONLY INTERESTED IN SELECTED COURSES
X OTHER (SPECIFY):_____

13. Would you please tell me how old you were on your last birthday?

1 17-20
2 21-29
3 30-39
4 40-49 *220*
5 50-64
6 65 OR OLDER
7 REFUSED

14. How many people -- children and adults -- are there living in this household, including yourself?

1 JUST RESPONDENT
2 TWO
3 THREE
4 FOUR
5 FIVE *221*
6 SIX OR MORE
7 REFUSED

IF "1" OR "2" ON Q. 2, ASK:

15. Could you please tell me what kind of work you do? INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.

223

16. Approximately how many hours a week do you work?

1 LESS THAN 10
2 10-20
3 21-30
4 31-40 *224*
5 MORE THAN 40
6 REFUSED
X OTHER (SPECIFY):_____

17. Are you the chief wage earner in this household?

1 YES -- SKIP TO Q. 20
2 NO -- ASK Q. 18
3 NO WAGE EARNER IN THIS HOUSEHOLD -- SKIP TO Q. 20 *225*

BEST COPY AVAILABLE

IF SOMEONE ELSE OTHER THAN RESPONDENT IS CHIEF WAGE EARNER, ASK:

18. What kind of work does the chief wage earner do? INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.

226

19. Approximately how many hours a week does the chief wage earner work?

1 LESS THAN 10
2 10-20
3 21-30
4 31-40
5 MORE THAN 40
6 REFUSED
X OTHER (SPECIFY):_____

227

20. We would like to look at results by broad income groups. Was your family income in 1976 less than $15,000 or was it $15,000 or more?

1 LESS THAN $15,000 -- SKIP TO Q. 20a
2 $15,000 OR MORE -- SKIP TO Q. 20b
3 REFUSED -- SKIP TO Q. 21
4 DON'T KNOW -- SKIP TO Q. 21

228

IF "1" ON Q. 20, ASK:

20a. Was this less than $10,000 or was it $10,000 or more?

1 LESS THAN $10,000
2 $10,000 OR MORE
3 REFUSED -- SKIP TO Q. 21
4 DON'T KNOW -- SKIP TO Q. 21

229

IF "2" ON Q. 20, ASK:

20b. Was this less than $20,000 or was it $20,000 or more?

1 LESS THAN $20,000
2 $20,000 OR MORE
3 REFUSED -- GO TO Q. 21
4 DON'T KNOW -- GO TO Q. 21

230

21. INTERVIEWER: RECORD SEX OF RESPONDENT:

1 MALE
2 FEMALE

231

ASK EVERYONE

22. From time to time, the office calls the people we interview to make sure we're handling our work properly. May I have your name in case they want to check with you?

NAME:_____

ADDRESS:_____

CITY:_____ ZIP CODE:_____

DATE OF INTERVIEW:_____ TIME FINISHED:_____

INTERVIEWER:_____ # OF MINUTES: _____

232-233

RAC 4007
120777

FORM B3: NOT ATTENDING AND DON'T KNOW IF INTERESTED

1. Under what circumstances do you see yourself enrolling in a course or educational program?

113-114

2. What are the major reasons why you might not enroll in a course or educational program?

115-116

3. What type of courses or educational program would you be most interested in pursuing, not necessarily at Delaware County Community College, but anywhere?

117-118

4. Would further education be important for your present or planned occupation?

1 NO
2 DON'T KNOW
3 SOME IMPORTANCE
4 VERY HELPFUL
5 REQUIRED

130

5. Would you enroll in a course at work if you were given time off the job with pay to attend?

1 DEFINITELY YES
2 PROBABLY YES
3 MAYBE
4 PROBABLY NOT
5 DEFINITELY NOT

131

6. Would you enroll in a series of courses in continuing education that when completed would give you a good chance of earning more money or of being promoted?

1 DEFINITELY YES
2 PROBABLY YES
3 MAYBE
4 PROBABLY NOT
5 DEFINITELY NOT

132

7. Do you possess any skills that you feel are not being used in your present position? (READ LIST IF PROMOTING REQUIRED.)

1 Office skills
2 Building trade/skills
3 Electronics
4 Landscape maintenance
5 Commercial and graphic arts
6 Sales skills
7 Lab/science skills
8 Management/personnel
9 Math/accounting
X OTHER (SPECIFY):_____

133-134

8. Delaware County Community College wants to make its courses and programs available to the largest number of people. But some people encounter difficulties or barriers to attending school. Among the adults that you know, what are some of the major reasons preventing them from enrolling in a class? (PROBE: Any other reasons?)

151-152

9. There is a lot of debate today on whether either going to school or practical job experience is most important to getting ahead -- that is, to getting a good job, being promoted, and receiving better pay. Which of the following statements best describes your own feelings on this issue?

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2 FORMAL TRAINING AND PRACTICAL JOB EXPERIENCE ARE EQUALLY IMPORTANT

3 PRACTICAL JOB EXPERIENCE IS MORE IMPORTANT THAN FORMAL SCHOOLING

4 DON'T KNOW

153

10. I'm going to read a list of factors which may cause persons to decide not to enroll in an educational program. For each, please indicate whether that factor would be a big problem, a minor problem, or no problem at all. Let's start with "conflicting family responsibilities." Would that be a big problem, a minor problem, or no problem at all to someone deciding to enroll?

	BIG PROBLEM	MINOR PROBLEM	NO PROBLEM AT ALL	DON'T KNOW DOESN'T APPLY	
a. Conflicting family responsibilities	1	2	3	4	*154*
b. Availability of transportation	1	2	3	4	
c. Availability of child care	1	2	3	4	*156*
d. Cost of tuition and materials	1	2	3	4	
e. Inconvenience of class hours	1	2	3	4	*158*
f. Not enough time to study	1	2	3	4	
g. Lack of career guidance	1	2	3	4	*160*
h. Reputation or prestige of school	1	2	3	4	
i. Special provisions for the handicapped	1	2	3	4	*162*

11. If you were considering enrolling in an educational program, would tuition costs be a problem?

1 YES
2 NO -- SKIP TO Q. 13 *163*

IF "YES" ON Q. 11, ASK:

12. What is a reasonable tuition per course that you can afford? (READ IF NECESSARY.)

1 $10 PER COURSE (3 CREDITS)
2 $25
3 $50
4 $100
5 $200 OR MORE *164*

13. Would you be more apt to enroll in a course if child care facilities were provided free?

1 YES
2 NO
3 MAYBE *165*
4 NOT IMPORTANT

14. Would you continue your education if you had access to more advisement to better fit your interests to what is being offered?

1 YES
2 NO *166*

Now we'd like to ask you about your interest in more informal classes that people take just to develop personal skills for fun.

15. In what types of informal non-credit activities would you be interested? (READ LIST IF PROMPTING REQUIRED.)

167

1 Workshops or training in hobby skills (such as photography, woodworking, etc.)
2 Crafts instruction (such as pottery, sewing and weaving, painting)
3 Performing arts (plays, musical performances, and exhibits)
4 Special events (lectures, speeches, discussion groups)
5 Recreational skills (golf, tennis, physical conditioning)
X OTHER (SPECIFY): _____

16. Now in what types of practical skills are you interested? By practical skills we mean such things as writing, budgeting, home and auto maintenance. (READ IF NECESSARY.)

1 Communication skills (reading, writing, computation)
2 Home skills (budgeting, cooking, consumer effectiveness)
3 Child rearing, family relations
168
4 Maintenance (car, home, appliances)
5 Personal finance (insurance, tax, investments)
X OTHER (SPECIFY): _____

17. What types of educational and career counseling would you find helpful? Would that be career counseling in general, financial aid, job placement, seminars on how to find a job, or remedial education?

1 CAREER COUNSELING/INTEREST TESTING
2 FINANCIAL AID
3 JOB PLACEMENT
4 HOW TO FIND JOB SEMINARS *169*
5 REMEDIAL EDUCATION
X OTHER (SPECIFY): _____

18. If advisement centers were available to help you decide on your educational interests and help you register for classes, where would be the most convenient place for these to be located? (READ IF PROMPTING REQUIRED.)

1 On the job
2 Local community center
3 At the college *170*
4 Local church or synagogue
5 A central telephone information number
6 Shopping centers or malls
7 DOESN'T MATTER
X OTHER (SPECIFY): _____

180-1

19. By what method are you most comfortable learning? (READ LIST.)

1 Lectures and classes
2 Short conferences and workshops
3 Correspondence courses
4 TV, radio, records, video or audio cassettes
5 Lessons from a private teacher
6 Discussion groups or informal study groups
7 On the job training
8 Studying on your own with no formal instruction
X OTHER (SPECIFY): _____

206

20. Where would you like to attend classes if you could go anywhere you wanted to? (READ IF NECESSARY.)

1 Public high school -- day or evening
2 On-campus day
3 On-campus evening
4 Vocational or technical institute
5 On the job training
6 Religious institution or group
7 YMCA or YWCA
8 Community center or club
9 Correspondence school
10 Government agency
11 Local library
12 No preference
X OTHER (SPECIFY): _____

207-208

20a. What type of attendance would best suit your needs? (READ ANSWER CATEGORIES.)

1 FULL TIME, DAY
2 FULL TIME, EVENING
3 PART TIME, DAY
4 PART TIME, EVENING
5 WEEKEND
X OTHER (SPECIFY): _____

209

21. Where do you get most of your information about local matters?

1 CONVERSATIONS WITH FRIENDS AND NEIGHBORS
2 RADIO
3 TV NEWS
4 LOCAL NEWSPAPERS
5 ORGANIZATIONS

210

22. Have you ever seen or heard any announcements about local adult education programs?

1 NO -- SKIP TO Q. 24
2 YES

211

IF "YES" ON Q. 22, ASK:

23. Do you remember where?

1 NEWSPAPER
2 RADIO
3 TELEVISION
4 DON'T REMEMBER WHERE

212

24. How can local adult education programs best provide you with information about their courses?

1 NEWSPAPERS
2 RADIO OR TELEVISION
3 MAIL BROCHURE OR CATALOG ON REQUEST
4 COUNSELORS
5 INFORMATION ON TELEPHONE
X OTHER (SPECIFY): _____

213

25. Would you like more information about DCCC and the types of programs and courses they offer?

214

1 NO -- SKIP TO Q. 26
2 YES -- Is there a particular area in which you are interested?

1 NO
2 YES -- What area is that? _____

215

26. If you decide to start school, when would you start?

1 LESS THAN 6 MONTHS
2 6-12 MONTHS
3 OVER A YEAR
4 WHENEVER THAT PROGRAM BECOMES AVAILABLE
X OTHER (SPECIFY): _____

216

Now, for background purposes and to make sure we've reached a cross-section of the population we have a few more questions.

27. What was the last grade you completed in school?

1 NO SCHOOLING
2 FIRST TO EIGHTH GRADE
3 HIGH SCHOOL INCOMPLETE
4 HIGH SCHOOL COMPLETE
5 COLLEGE INCOMPLETE
6 COLLEGE COMPLETE
7 GRADUATE WORK
X OTHER (SPECIFY): _____

217

28. Have you ever taken a course or courses at DCCC?

1 YES
2 NO -- SKIP TO Q. 30

218

IF "YES" ON Q. 28, ASK:

29. What was the main reason for your not continuing at DCCC?

1 GRADUATED
2 TRANSFERRED
3 LOST INTEREST
4 MONEY
5 LACK OF TIME
6 ONLY INTERESTED IN SELECTED COURSES
X OTHER (SPECIFY): _____

219

30. Would you please tell me how old you were on your last birthday?

1 17-20
2 21-29
3 30-39
4 40-49
5 50-64
6 65 OR OLDER
7 REFUSED

220

31. How many people -- children and adults -- are there living in this household, including yourself?

1 JUST RESPONDENT
2 TWO
3 THREE
4 FOUR
5 FIVE
6 SIX OR MORE
7 REFUSED

221

32. Are you employed outside the home at the present time, either full time or part time?

1 YES, FULL TIME
2 YES, PART TIME
3 NO
4 REFUSED

222

IF RESPONDENT IS EMPLOYED EITHER FULL TIME OR PART TIME, ASK:

33. Could you please tell me what kind of work you do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

223

34. Approximately how many hours a week do you work?

1 LESS THAN 10
2 10-20
3 21-30
4 31-40
5 MORE THAN 40
6 REFUSED
X OTHER (SPECIFY): _____

224

35. Are you the chief wage earner in this household?

1 YES -- SKIP TO Q. 38
2 NO -- SKIP TO Q. 36
3 NO WAGE EARNER IN THIS HOUSEHOLD -- SKIP TO Q. 38

225

IF SOMEONE ELSE OTHER THAN RESPONDENT IS CHIEF WAGE EARNER, ASK:

36. What kind of work does the chief wage earner do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

226

37. Approximately how many hours a week does the chief wage earner work?

1 LESS THAN 10
2 10-20
3 21-30
4 31-40
5 MORE THAN 40
6 REFUSED
X OTHER (SPECIFY): _____

227

38. We would like to look at results by broad income groups. Was your family income in 1976 less than $15,000 or was it $15,000 or more?

1 LESS THAN $15,000 -- SKIP TO Q. 38a
2 $15,000 OR MORE -- SKIP TO Q. 38a
3 REFUSED -- SKIP TO Q. 39
4 DON'T KNOW -- SKIP TO Q. 39

228

IF "1" ON Q. 38, ASK:

38a. Was this less than $10,000 or was it $10,000 or more?

1 LESS THAN $10,000
2 MORE THAN $10,000
3 REFUSED -- SKIP TO Q. 39
4 DON'T KNOW -- SKIP TO Q. 39

229

IF "2" ON Q. 38, ASK:

38b. Was this less than $20,000 or was it $20,000 or more?

1 LESS THAN $20,000
2 MORE THAN $20,000
3 REFUSED -- SKIP TO Q. 39
4 DON'T KNOW -- SKIP TO Q. 39

230

39. INTERVIEWER: RECORD SEX OF RESPONDENT:

1 MALE
2 FEMALE

231

ASK EVERYONE

40. From time to time, the office calls the people we interview to make sure we're handling our work properly. May I have your name in case they want to check with you?

NAME: _____

ADDRESS: _____

CITY: _____ ZIP CODE: _____

232-233

DATE OF INTERVIEW: _____ TIME FINISHED: _____ # OF MINUTES: _____

INTERVIEWER: _____

280-2

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 8 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES